



Creative Minds International Public Charter School

Board Chair: Navin Nayak

Executive Director: Charles Jackson

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Table of Contents

Annual Report Narrative	4
I. School Description	4
A. Our Mission	4
B. School Program	5
1. Curriculum Design & Instructional Approach	5
2. Parent & Family Involvement	6
II. School Performance	9
A. Performance and Progress	9
1. Meeting Our Mission	9
2. Attainment of Charter Goals	12
B. Unique Accomplishments	14
C. List of Donors	15
Data Report	17
Appendix A: Staff Roster	19
Appendix B: 2023–24 Board Roster	26
Appendix C: Unaudited Year-end 2023–24 Financial Statement	28
Appendix D: Board Approved 2024–25 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 prekindergarten through 4th grade receive Spanish- and Mandarin-language instruction. Students in 5th through 8th grades select one language in which to focus.
- 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 improve student academic performance and sustain our 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 2023–24, Through various activities, meetings, and workshops, we promoted sharing and thoughtful exchange. Students and family members joined us for these events, fostering a sense of community and connection.

- Summer Open House (prior to the start of the school year)
- PreSchool Intake days to introduce and get to know our youngest students
- Back-to-School Night and student orientations
- Healthy Relationships Project: Safe Shores Family Workshops
- Math Nights and Literacy Nights 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 parent-teacher conferences
- Regular Community Meetings, our school-wide assembly
- Bookstore Partnership: Politics and Prose
- 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

Creative Families Association

The Creative Families Association (CFA) is an independent family organization that helps promote the education and culture of Creative Minds. In the 2023–24 school year, the CFA undertook numerous initiatives, including the following:

- Fundraising and events to support literacy efforts:
 - Book drive
 - The purchase of books for a lending library and classroom libraries
- Eighth-grade graduation: Purchased gifts for graduates and decorations and swag for the graduation ceremony
- EdFEST participation to share experiences with prospective Creative Minds families
- Celebration of staff members through gifts, swag, and self-care items
- Collaboration with the Middle School Student Council

Board of Trustees

Navin Nayak, continued to serve as the chair of the Creative Minds Board of Trustees throughout 2023-24. 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 important aspect of engaging caregivers in their children’s learning and promoting transparency about school operations and activities.

In the school year 2023–24, our online communication included the following:

- **ParentSquare:** ParentSquare is a communication platform designed for schools to connect with parents, teachers, and students. It facilitates communication through features like announcements, messages, event calendars, and volunteer opportunities. This platform helps Creative Minds to enhance family engagement by providing a centralized hub for information sharing. Parents can receive

updates via email, text, or the mobile app, making it easier to stay informed about school activities and important announcements. Another important feature is the platform’s availability in many different languages which allows us to connect with families who have a different home language. In 2023–24, we shared more than 558 ParentSquare posts with our community. Topics included classroom newsletters, events, health updates, holidays and school breaks, and information about student technology. Additionally, we post useful information caregivers could use to easily navigate our community (e.g., academic calendar, staff contact list, among others)

- **Family Engagement Connection Newsletter:** Launched in December, this monthly newsletter offered families news about the school, a variety of community resources and events, reminders, and other features to create 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 families 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. Performance and Progress

1. Meeting Our Mission

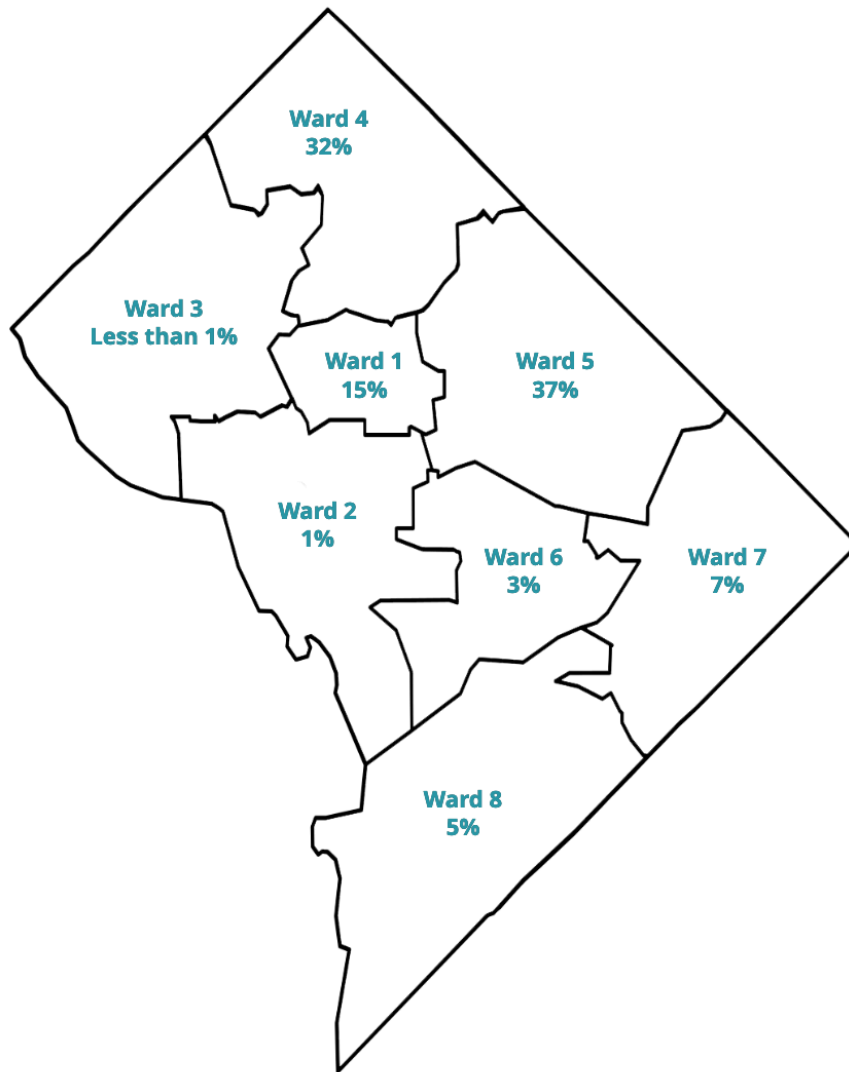
We continued to accomplish our mission to provide students with a highly engaging, rigorous, international, and inclusive education.

- 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.
- 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

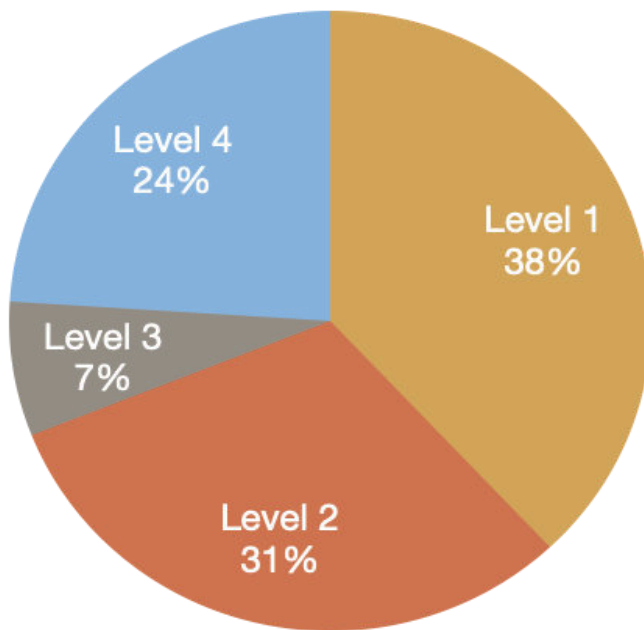
In 2023–24, there were 584 students enrolled at Creative Minds; three of these students attended nonpublic special-education day programs off site. Creative Minds students came from all eight wards in Washington, DC. Most of our students (84%) came from



Individualized Education Plans

In the 2023–24 school year, 135 students, or 23.3% of the total student body, had Individualized Education Programs (IEPs), and 14 students (2.4%) had 504 plans. Among those receiving special education services, 28% required significant support, with over 24 hours of specialized instruction and services each week. At Creative Minds, we prioritize a fully inclusive model that embraces a holistic, child-centered approach, honoring the unique learning profiles of each student. In this inclusive environment, our students with special needs thrive, receiving comprehensive support from a dedicated multidisciplinary team.

Pie Chart



Levels of Support among 135 Creative Minds Students with IEPs

- Level 1: 25%
- Level 2: 27%
- Level 3: 20%
- Level 4: 28%

- Level 1
- Level 2
- Level 3
- Level 4

2. Attainment of Charter Goals

The following table outlines our goals for academic achievement in 2023–24 and how students performed against those goals at the end of the school year.

Creative Minds International Public Charter School: Goal and Academic-Achievement Expectations	Progress Toward Goal	Goal Met
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.	Eighty-five percent of pre-K3 and pre-K4 students met widely held expectations for the end of the year.	YES
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	Forty-eight percent of students in kindergarten–2nd grade met this goal.	NO

<p>Developmental Reading Assessment (K = Level 3; 1st grade = Level 16; 2nd grade = Level 28).</p>								
<p>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.</p>	<p>Seventy-one percent of students in 3rd–8th grade met this goal.</p>	<p>YES</p>						
<p>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.</p>	<p>Twenty-four percent of Creative Minds students in 3rd–8th grades scored 4+ on the PARCC ELA assessment, compared with a citywide average of Thirty-four percent for the same grades.</p> <table border="1" data-bbox="695 667 1268 814"> <thead> <tr> <th></th> <th>Creative Minds %</th> <th>DC %</th> </tr> </thead> <tbody> <tr> <td>3rd–8th Grades</td> <td>24%</td> <td>34%</td> </tr> </tbody> </table>		Creative Minds %	DC %	3rd–8th Grades	24%	34%	<p>NO</p>
	Creative Minds %	DC %						
3rd–8th Grades	24%	34%						
<p>MATHEMATICS</p>								
<p>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.</p>	<p>Eighty-six percent of students in pre-K3 and pre-K4 met widely held expectations for the end of the year.</p>	<p>YES</p>						
<p>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.</p>	<p>Seventy percent of students in kindergarten–8th grade met this goal.</p>	<p>YES</p>						
<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>Fourteen percent of Creative Minds students in 3rd–8th grades scored 4+ on the DC CAPE Math assessment, compared with a citywide average of twenty-three percent for the same grades.</p> <table border="1" data-bbox="695 1556 1268 1703"> <thead> <tr> <th></th> <th>Creative Minds %</th> <th>DC %</th> </tr> </thead> <tbody> <tr> <td>3rd– 8th Grades</td> <td>14%</td> <td>23%</td> </tr> </tbody> </table>		Creative Minds %	DC %	3rd– 8th Grades	14%	23%	<p>NO</p>
	Creative Minds %	DC %						
3rd– 8th Grades	14%	23%						

B. Unique Accomplishments

- The Deputy Secretary of Education invited the Girls Who Code Club to meet NASA Engineer Scarlin Hernandez.
- The Creative Minds Debate Team excelled in regional and citywide competitions. Ian M. secured a third-place win for Junior Varsity in a National Qualifying Tournament with the Washington Debate League.
- One of our very talented fifth-grade students performed the cello with the DC Youth Orchestra.
- An eighth-grade student placed among the top ten writers for the Loudoun County Public Library “It’s All Write” Short Story Contest for Teens.

Charter Renewal

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

IDEA Determination Rating

Creative Minds is proud to report its commitment to meeting the Individuals with Disabilities Education Act (IDEA) requirements, both procedurally and substantively. In adherence to IDEA requirements, Creative Minds has established a comprehensive system for identifying, evaluation, and providing services to students with disabilities. Our dedicated team ensures that the proper procedures are followed in the development and implementation of IEPs to meet the needs of each student. The school’s commitment to data-driven decision-making ensures that each student is making meaningful and measurable progress toward their IEP goals, demonstrating our dedication to achieving equitable outcomes in accordance with IDEA requirements.

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meaningful and measurable progress toward their IEP goals, demonstrating our dedication to achieving equitable outcomes in accordance with IDEA requirements.

High School Acceptance

More than 90 percent of Creative Minds’ 8th-graders were accepted into their first-choice high school for 2022–23. This reflects the growth of our rigorous middle school program and the excellence of the program’s director and teaching staff.

PARCC Results

While we have made positive gains as a school when it comes to our PARCC data, we acknowledge that we are continuing to work toward meeting and exceeding the state average. However, we do have some areas where our students matched or outperformed the state average across both content areas and scoring levels. 6th grade was a particularly well-performing grade level, outperforming the state average for sixth graders at Level 3+ and Level 4+ in ELA and Math. We look forward to building on these strengths and skills to further the academic success of all of our students this school year.

Grade Levels that Outperformed the State Average		
English Language Arts		
	State Average	CMI Average
Grade 6 4+	31%	46%
Grade 3 3+	45%	45%
Grade 6 3+	20%	28%

Grade Levels that Outperformed the State Average		
Math		
	State Average	CMI Average
Grade 5 4+	25%	25%

Grade 6 4+	20%	28%
Grade 7 4+	20%	20%
Grade 6 3+	43%	51%
Grade 7 3+	48%	49%

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 2023–24 school year accepted the offer.

C. List of Donors

- Joanne Csedrik
- Corey Gordan
- John Jameson
- One World Education

Data Report

SY 2023–24 Campus 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: 581

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

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	54	62	53	54	57	67	57	44	54
Grade	7	8	9	10	11	12	Alternative	Adult	SPED*
Student Count	38	41	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: 3.61%
PCSB	Expulsion Rate: 0.0%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.12%
PCSB	In-Seat Attendance: 88.89%

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. (No action necessary.)
PCSB	Midyear Withdrawals: 4.13%
PCSB	Midyear Entries: 0.17%
PCSB	Promotion Rate (LEA): 99.49%
PCSB (SY21–22)	Graduation Rates: Not Applicable
PCSB (SY21–22)	College Acceptance Rates: Not Applicable
PCSB (SY21–22)	College Admission Test Scores: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 14.52%
School	Number of Teachers: 62 “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: \$81,269.36 2. Range: \$62,463.00–\$83,284.00 Minimum: \$62,463.00 Maximum: \$98,262.72 Teacher salary information can be found on our website .
School	New Demographic Section Please include in a chart the racial identity, gender, and years of teaching/education experience for all teacher staff using the PCSB definition of teacher (full-time school-based employee who instructs any core or non-core academic subject. This includes general or special education teachers instructing students in the “core” subject areas of English language arts, math, science and social studies, as well as non-core subjects such as arts, foreign language, and physical education. This EXCLUDES support professionals (e.g., speech therapists, social workers, counselors, principals, special education coordinators, program coordinators, office staff, or any other non-instructional personnel). **SEE APPENDIX E**

School	<p>Executive Compensation Salaries including bonuses of the five most highly compensated individuals in the organization, if over \$100,000, for SY2023–24:</p> <p>\$250,000.00 \$213,000.00 \$213,000.00 \$205,000.00 \$185,000.00</p>
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* Notes:

- The provided in-seat attendance rates align with the in-seat attendance rates available in OSSE’s SY23-24 Charter Sector Qlik application as of August 2024. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation in the fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/5 and 5/31 in SY 2023-24, 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

Name	Job Title	Education
Adams, Thaeya A	Teaching Assistant	Diploma
Adetunji, Olusegun Feyisola	Lead Teacher	Bachelors
Akridge, Ramona	DA-Teaching Assistant	Some College
Alhamwi, Reham	Lead Teacher	Bachelors
Alvarez, Briana Rose	Lead Teacher	Bachelors
Aponte Rosario, Luz	Dedicated Aide	Diploma
Avila De Guevara, Maria T	DA-Teaching Assistant	Diploma
Bailey, Laverne A	Director of Human Resources	Graduate
Balton, Niclica	Lead Teacher	Graduate
Bednarovsky, Craig	Chief Operations Officer	Graduate
Bergeron, Brie Ann	Teaching Assistant	Some College
Bess, Joseph	Lead Teacher	Graduate
Bethea, Jonathon	Dedicated Aide	Diploma
Blake, Deborah H	Lead Teacher	Graduate
Booker, Kimberlyn	Teaching Assistant	Some College
Bowles, Hannah	Inclusion Manager	Graduate
Bowman, MaKala	Teaching Assistant	Bachelors
Brewah, Oladunni	Inclusion Manager	Graduate
Briggs, Deja	Dedicated Aide	Diploma
Briggs, Diamond	Teaching Assistant	Bachelors
Brown, Brianna	Teaching Assistant	Some College
Burrows, Jamia	Social Worker	Graduate
Caraway, John	Teaching Assistant	Some College

Name	Job Title	Education
Carrasco, Maria-Jose	Chief Project Officer	Graduate
Carter, Latierra	Teaching Assistant	Some College
Carter, Tony	Communications Assistant	Diploma
Church, Matthew	Lead Teacher	Graduate
Connolly, Kristin	Instructional Coach	Graduate
Cooper, Angel	Dedicated Aide	Diploma
Cooper, John	Lead Teacher	Graduate
Credle, Mitchell	Behavior Coach	Bachelor
Crumlin, Asha	Tutor	Bachelor
Curry, Jessica Suh	Director of School Performance	Graduate
Darlington, Jennifer	Lead Teacher	Graduate
Davis-Mckee, Ozariah	Dedicated Aide	Diploma
Degregoris, Deanna	Speech Therapist	Graduate
Dill, Lorna	Executive Director of Instruction and Curriculum	Graduate
Dunn, Freddie E	Music Teacher	Bachelor
Duvisac, Dora	Lead Teacher	Graduate
Edwards, Ashanti	Lead Teacher	Bachelor
Ellsworth, Ayanna Marie	Lead Teacher	Bachelor
Fay, Michelle Ann	Lead Teacher	Bachelor
Fleming, Jeffrey	Lead Teacher	Graduate
Flowers, Eric S	Safety Officer	Diploma
Foda, Mostafa	Lead Teacher	Graduate
Gant, Dakota	Lead Teacher	Bachelor
Germain, Tatiyana	Lead Teacher	Bachelor
Gillespie, Jillian Alexandria	Lower School Director	Graduate

Name	Job Title	Education
Gilliam, James	Lead Teacher	Graduate
Gimenez, Jorge	Receptionist	Diploma
Glymph, Myla Iman	Dedicated Aide	Diploma
Gonzalez Duran De Lopez, Maria C	Lead Teacher	Bachelor
Gonzalez, Damarlys	Cafe Coordinator	Diploma
Gonzalez, Julissa	Teaching Assistant	Bachelor
Green, Shavone G	Lead Teacher	Bachelor
Guerra, Maureen	Teaching Assistant	Diploma
Guerrero-Macias, Martha	Lead Teacher	Graduate
Henderson, Stephen	Lead Teacher	Bachelor
Hesslink, Heather	Sub/Contract	Graduate
Hunt-Foster, Chanice Natae	Dedicated Aide	Bachelor
Ishmell, Kecia Bernadette	Advancement Specialist	Some College
Jackson Jr., Charles W	Director	Graduate
Jamieson, Rachel Ruth Barnes	Lead Teacher	Graduate
Johnson, Jasia	Lead Teacher	Bachelor
Johnson, Nadjha	Lead Teacher	Graduate
Johnson, Tiaeshia	Dedicated Aide	Diploma
Jones, Jeena Lesline	Lead Teacher	Graduate
Jones, LaQuanna	Dedicated Aide	Diploma
Joshua, Steven	Dedicated Aide	Diploma
Kanan, Azad	Occupational Therapist	Graduate
Kantor, Kathleen	Lead Teacher	Bachelor
Koubaroulis, John	Reading Interventionist	Graduate
Kvandal, Megan Marie	Lead Teacher	Bachelor
Lange, Ashley	Dedicated Aide	Diploma

Name	Job Title	Education
Lewis, Kennadi	Dedicated Aide	Some College
Lin, Wei-Ting	Lead Teacher	Graduate
Little, Beverly Annmarie	Teaching Assistant	Associates
Long, Nayamka A	Deputy Director & Chief Academic Officer	Graduate
Long, Yuxiao	Lead Teacher	Graduate
Mack, Ramiya M	Dedicated Aide	Diploma
Marshall, Miara	Lead Teacher	Bachelor
Martinez Martinez, Estefani B	Operations Support	Diploma
Matias, Aura	Registrar	Diploma
McClendon, Lea	Dedicated Aide	Diploma
McKinney, Christina Alesia	Teaching Assistant	Bachelor
Mejia Batista, Caroline s	Operations Manager	Some College
Mohamoud, Asma	Lead Teacher	Graduate
Morales, Maribel	Teaching Assistant	Bachelor
Muhammad, Justin Ahmad	Teaching Assistant	Bachelor
Muniz, Justina Muniz	Dedicated Aide	Diploma
Musawwir, Damu	Lead Teacher	Bachelor
Nance, Sandra	Dedicated Aide	Bachelor
Nixon, Diamond	Dedicated Aide	Diploma
Noble, Merisa	Teaching Assistant	Bachelor
Noel, Patrick Erick	Inclusion Manager	Graduate
Osei-Boakye, Maame	Lead Teacher	Graduate
Otunba, Mariam Mojisola	Lead Teacher	Graduate
Palleschi, Willis	Lead Teacher	Bachelor
Pejic, Ivana Karla	Lead Teacher	Graduate
Pereira Sorto, Ana Deysi	Cafe Coordinator	Diploma

Name	Job Title	Education
Persha, Donya	Teaching Assistant	Diploma
Plunkett, Najwa	Lead Teacher	Bachelor
Quiros, Jorge	Dedicated Aide	Diploma
Ramirez, Idamir	Dedicated Aide	Diploma
Ramnaney, Nicole	Speech Therapist	Graduate
Ramos Marquez, Jazmine	Dedicated Aide	Diploma
Randall, Tiera	Human Resources Assistant	Some College
Redfearn, Sarah	Teaching Assistant	Associates
Reed, Adele	Teaching Assistant	Bachelor
Reyes, Orlando	IT Manager	Diploma
Robinson II, Marty	Teaching Assistant	Bachelor
Robinson, Joi	Teaching Assistant	Bachelor
Rodriguez, Miguelina	Teaching Assistant	Bachelor
Roman, Christian C	Lead Teacher	Bachelor
Sanders, Felicia	Dedicated Aide	Diploma
Schriefer, Michelle	Lead Teacher	Graduate
Serrano, Darlene Karina	Lead Teacher	Graduate
Skinner, Jade Kiera	Teaching Assistant	Diploma
Skinner, Ronnie S	Teaching Assistant	Diploma
Smith, Shannon C	Family Engagement Manager	Some College
Stewart, Diana	Lead Teacher	Bachelor
Sullivan, Esmeralda	Director of Operations and Compliance	Bachelor
Sryla, Sara M	Early Childhood Director	Graduate
Taiwo, Emmanuel	Executive Director of Inclusion	Graduate
Taylor, Jason Derell	Behavior Coach	Bachelor
Thorpe, Leah	Teaching Assistant	Associates

Name	Job Title	Education
Tschiffely, Douglas Zachary	Lead Teacher	Graduate
Walker, Reginald	Dedicated Aide	Some College
Ward, Margaret	Director of Grants and Development	Graduate
Ward-Armenta, Matia Keyonna	Teaching Assistant	Bachelor
Weber, Nicholas	Lead Teacher	Bachelor
Weddington, Michelle Renee	Dedicated Aide	Some College
Wernett, Joan	Lead Teacher	Bachelor
West, William Bruce	Data Manager	Bachelor
Weymer, Erin	Occupational Therapist	Graduate
Wheeler, Kama	Lead Teacher	Graduate
Whitaker, Brittney	Social Worker	Graduate
White, Brandon	Dedicated Aide	Diploma
Williams, Chardae	Behavior Coach	Diploma
Williams, Phillip A	01-Lead Teacher	Graduate
Wilson, Kierra	Teaching Assistant	Some College
Winston, Dorothy	Lead Teacher	Graduate
Wong, Lizeth	Social Worker	Graduate
Wright, Walter	Dedicated Aide	Bachelor
Yuan, Jie	Lead Teacher	Graduate
Zamora Sanchez, Garwin J	Lead Teacher	Graduate
Zemura, Nick	Lead Teacher	Bachelor

Appendix B: 2023–24 Board Roster

Name (Position)	DC Resident?	Committees
Lisa Raymond Chair (10/2023 - Present) Secretary (7/2023 - 10/2023)	Yes	Ex officio, all committees Member: Finance Committee Member: Growth & Development Committee
Navin Nayak Secretary (10/2023 - 9/2024) Chair (6/2021 - 10/2023)	Yes	Chair: Governance Committee Member: Growth & Development Committee
Michael Curran Treasurer	Yes	Chair: Finance Committee
Dr. Neal Brown Member	No	Member: Academic Excellence Committee
Dr. Lynn Jennings Member Left Board 7/2023	Yes	N/A
Jenni Wallace Parent Member Left Board 7/2023	Yes	N/A
Imani Davis Parent Member	Yes	Member: Academic Excellence Committee
Corey Gordon Member	Yes	Member: Academic Excellence Committee
Manny Hernandez Member Left Board 7/2023	Yes	N/A
Mike Liddell Parent Member Left Board 7/2023	Yes	N/A
Holly Oliver Parent Member	Yes	Chair: Growth & Development Committee
Heather Curtis Parent Member	Yes	Member: Growth & Development Committee

Dr. Art Fields Member	No	Member: Academic Excellence Committee
Tim Abrams Member	No	Member: Governance Committee
Sandi Soderstrom Member	Yes	Member: Governance Committee
Kelly Carroll Parent Member	Yes	Member: Governance Committee Member: Finance Committee
Ebony Vines Jackson Parent Member	Yes	Member: Growth & Development Committee
EX-OFFICIO Chuck Jackson Executive Director, Creative Minds International Public Charter School	Yes	Ex officio, all committees

Appendix C: Unaudited Year-end 2023–24 Financial Statement

SY23-24 Unaudited Financials

Creative Minds

July 2023 through June 2024

Income Statement	
Revenue	
Per-Pupil Funding Revenue	16,073,563
Other Local Revenue	958,233
Federal Revenue	1,233,530
Private Grants and Donations	6,970
Earned Fees	87,006
Donated Revenue	13,694
Total Revenue	18,372,996
Expenses	
Salaries	12,040,687
Benefits and Taxes	2,257,317
Contracted Staff	501,773
Staff-Related Costs	95,600
Rent	1,784,997
Occupancy Service	444,138
Direct Student Expense	928,267
Office & Business Expense	933,169
Interest	34,071
Depreciation and Amortization	457,292
Total Expenses	19,477,311
Net Income	(1,104,316)
Cash Flow Statement	
	Actual
Net Income	(1,104,316)
Cash Flow Adjustments	
Add Depreciation	417,191
Operating Fixed Assets	(56,740)
Other Operating Activities	2,972,887
Per-Pupil Adjustments	0
Suspense	3,731
Facilities Project Adjustments	(1,778,614)
Total Cash Flow Adjustments	1,558,454
Change in Cash	454,139

Appendix D: Board Approved 2024–25 Budget

SY24-25 Approved Budget

Creative Minds

July 2024 through June 2025

Income Statement	
Revenue	
Per-Pupil Funding Revenue	18,050,012
Other Local Revenue	25,364
Federal Revenue	1,047,542
Private Grants and Donations	12,500
Earned Fees	181,191
Total Revenue	19,316,609
Expenses	
Salaries	13,175,198
Benefits and Taxes	2,628,311
Contracted Staff	25,000
Staff-Related Costs	98,650
Rent	1,784,946
Occupancy Service	443,700
Direct Student Expense	991,879
Office & Business Expense	937,684
Interest	750
Depreciation and Amortization	424,957
Total Expenses	20,511,076
Net Income	(1,194,467)
Cash Flow Statement	
Net Income	(1,194,467)
Cash Flow Adjustments	
Add Depreciation	424,957
Operating Fixed Assets	(175,956)
Other Operating Activities	215,785
Per-Pupil Adjustments	0
Suspense	0
Facilities Project Adjustments	44,815
Total Cash Flow Adjustments	509,602
Change in Cash	(684,866)

Appendix E: New Demographic Information

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