



TWO RIVERS PUBLIC CHARTER SCHOOL



Annual Report SY 2022-2023

Aswathi Zachariah
Chair, Board of Trustees

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About Two Rivers

Mission

To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

The mission is supported by the following goal: when students graduate from Two Rivers, they will have the cognitive and social skills to succeed in high school and college so that they are positioned to have rich and varied options for their future.



Curriculum and Instruction

Two Rivers Public Charter School is an educational environment where students and staff are a community of learners on a journey of discovery. Founded by an energetic and committed group of DC parents, Two Rivers uses EL Education - formerly Expeditionary Learning - a model of education that emphasizes interactive, hands-on, project-based learning. The school focuses on the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence.

The Two Rivers community shares a strong belief that all children can learn and be high achievers. The curriculum at Two Rivers is rigorous, standards-based, and provides opportunities for students to excel in all areas. An integrated arts program and a content-based Spanish program augment the school's demanding academic program. These elements come together through learning expeditions that allow students to incorporate and apply their classroom learning through real-world experiences.

Two Rivers' curriculum encompasses many areas of study and utilizes the Common Core Standards to guide student learning. All students participate in language arts, math, social studies, science, Spanish, physical education, drama, art, and music as part of their regular program. Two Rivers' curriculum framework outlines essential areas of study in science and social studies covered at each grade level. Included topics provide an interdisciplinary framework upon which all children can build their knowledge year after year, ensuring that by the time a student graduates from eighth grade, he or she will have studied critical aspects of each discipline: physical science,

life science, and earth science in the sciences, and geography, civics, history, and economics in social studies.

Two Rivers uses a structured literacy approach to teaching reading, both through the use of authentic, compelling pieces of literature and informational text and through direct instruction in fluency and decoding skills. At upper grades, students focus on in-depth reading comprehension through complex text sets in literacy units and expeditions. Two Rivers' literacy program also includes direct instruction in the mechanics of reading, reading comprehension strategies, vocabulary development, and writing.

Math instruction at Two Rivers guides students to develop a comprehensive understanding of mathematical concepts, encompassing everything from a strong sense of numbers to conceptual understanding of shapes in space. Two Rivers uses Bridges Math and Number Corner from the Math Learning Center in the elementary grades and Carnegie Learning in the middle school. The emphasis in these programs is not to teach specific algorithms to solve problems, but rather to guide students through a process of exploration around mathematical ideas and to introduce them to multiple methods of solving problems. Through this approach, students develop a greater level of understanding of the mathematical concepts and thus fully comprehend not only how to do an efficient algorithm but understand why it works. In addition to building students' conceptual understanding of math, Two Rivers also works to develop students' efficiency with numbers and computation. Through regular focused time to increase speed and proficiency, students are better

able to access the rudimentary mathematical skills they need to further deepen their understanding and apply mathematics to relevant situations. Two Rivers' math program is designed to develop proficiency in mathematics so that all students are well prepared to succeed in high school. With that in mind, Two Rivers offers credit-bearing algebra for middle school students who have demonstrated that they are prepared for work in more advanced mathematics.

Learning expeditions, a component of EL Education, are the main instructional vehicle for social studies and science learning at the elementary level. EL Education is based upon the tenet that studying something in depth will help students develop lifelong learning skills more successfully than studying a broad range of topics in less detail. While teachers at Two Rivers aim to cover the standards for each child in a grade, two areas of study are explored in much greater depth each year. These topics are selected from the curriculum framework. All units of study involve intensive research, reading, writing, scientific exploration, and real-world application. Two Rivers' curricular programs are aligned with the school's mission, instructional, and character development programs. In the middle school, students experience mini-expeditions through our EL Language Arts Curriculum, as well as specific instruction in science and social studies through the implementation of Amplify Science and TCI, respectively.

To realize the mission, Two Rivers believes that students need more than the core content and basic skills of a traditional school curriculum. Students need to develop skills associated with critical thinking, problem-solving, collaboration, communication, and character; or what are collectively called 'deeper learning skills.' Two Rivers is committed to cultivating the important deeper learning skills that all students need to have rich and varied options for their future. These skills enable students to solve any type of complex problem they may encounter.

The skills of critical thinking and problem-solving require mastery of core components:

Decision-Making

The ability to think critically about what one is doing and evaluate many potential choices

Effective Reasoning

The ability to create claims and support them with logical evidence

Problem Solving

The ability to identify the key questions in a problem, develop possible paths to a solution, and follow through with a solution

In addition, Two Rivers believes that students can build character skills that will aid them in accessing deeper learning. Character represents the intrapersonal skills necessary for success. Character involves being able to monitor and direct one's own learning, as well as cultivating positive attitudes and beliefs about one's academic abilities and identity as a learner.

It also involves the skills of setting goals, maintaining attention to detail and precision, and cultivating a growth mindset. Additionally, character involves personal integrity in both work and relationships. Thinking about character in these ways values how individuals think about themselves both as learners and more broadly as people.

Collaboration and communication are interpersonal skills that help people work well with one another. Both collaboration and communication involve being able to read the vast number of verbal and nonverbal cues that we all use to communicate our ideas and emotions. People need to learn to build shared understanding, negotiate outcomes, and cultivate trust to work together to solve the problems that no one can solve alone.

To help students understand and define character, Two Rivers developed five "scholarly habits," which are shared with students, discussed frequently, and create a shared language for these sometimes hard-to-define traits. Two of the five habits speak directly to habits of character while one scholarly habit crosses between character and collaboration and communication skills.

I know myself: This scholarly habit is aligned with the Collaborative for Academic, Social, and Emotional Learning (CASEL)'s competency for self awareness, which is defined as the ability to accurately recognize one's emotions, thoughts, and values and how they influence behavior; as well as the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.

I am independent and resilient: This scholarly habit is aligned with CASEL's competency for self-management. They define self-management as the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. In addition, effective self-management requires the ability to set and work toward personal and academic goals.

I act with integrity: This scholarly habit combines character and collaboration and communication and is aligned with CASEL's competency of responsible decision making. It is defined as the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. In addition, to act with integrity people must realistically evaluate various consequences of actions with consideration of the wellbeing of themselves and others.

I show compassion and embrace diversity: This scholarly habit is aligned with CASEL's competency for social awareness. They define social awareness as the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. In addition, showing compassion and embracing diversity includes the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

I can connect and collaborate: This scholarly habit is defined by CASEL's competency for relationship skills. They describe relationship skills as the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. Strong relationship skills also involve the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.



Parent Involvement

Two Rivers' parents, guardians, and staff collaborate using a formal parent involvement structure- the Two Rivers Family School Association (FSA), previously known as the Parent School Association.

The purpose of the FSA is to support the education of children at Two Rivers Public Charter School network, which includes three campuses: 4th Street Elementary, Young Elementary, and the Middle School by fostering positive relationships among the school's administration, staff, trustees, and families.

The association's primary goals are:

- 1) Community-building within each campus and across the network
- 2) Ensuring families are key partners in the education of their children

All parents and guardians of Two Rivers students are automatically members of the FSA, have voting rights, and can hold FSA offices.

In the 2022-23 school year, each campus had an FSA President and Secretary and one person served as the Treasurer for the network. Room parents continue to be a key element of the FSA as they bolster family-school connection at the classroom-level. Some of the FSA's accomplishments are the following:

- Parent Cafe, in which families have a meal and themed conversations on a range of topics
- Principal series to learn about the vision of the campus, successes and challenges
- An assortment of appreciation events from an "Unsung Heroes" video series to Share the Love Week, to Staff Appreciation Week
- Community service opportunities to clean up the block, collect and donate warm clothes, or volunteer for a local non-profit organization
- Social events such as movie or skate nights or a fundraising dinner at a local restaurant

Additionally, Two Rivers family members are engaged in their children's learning through family conferences, celebrations of learning, and educational nights.

In addition to being involved through a formal parent school association, Two Rivers family members are engaged in their children's learning through family conferences, celebrations of learning, and educational nights. In the middle school, 55% of parents attended fall conferences. At our 4th Street campus we had at least 72% family participation in spring showcase and at Young Elementary 86% participation in spring showcase!



Performance and Progress

The Mission in Action

Now in its 20th year, Two Rivers has remained committed to its mission to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

Two Rivers recognizes that in addition to the core content and basic skills that schools have traditionally taught, students need more in order to be successful. Students need to develop skills associated with critical thinking & problem-solving, collaboration & communication, and character. Two Rivers continues to achieve its mission by creating a nurturing community, developing life-long learners, and ensuring that students are equipped with the tools and skills they will need to be self-advocates throughout their lives.

To nurture students, Two Rivers' founders recognized the importance of creating an environment where all families and students felt welcome and supported. On the 2019 Comprehensive School Climate Inventory, Two Rivers continued to receive high ratings (greater than 3.8 of 5 possible points) from students and families on indicators related to their physical surroundings, respect for diversity, rules and norms, the support of adults and students, and support for learning.

Central to our mission is the importance of developing in students a love of learning for its own sake.

Two Rivers believes that important learning and development take place when children challenge one another, ask questions, and work collaboratively in order to build on one another's knowledge. To that end, students at Two Rivers are challenged to use their critical thinking and communication skills through participation in problem-based tasks throughout the year. Problem-based tasks are at the heart of expeditions, acting as rich, compelling tasks that drive students to think critically and creatively to develop a collective response or solution. At the end of each semester, students unveil the products of their expedition in the form of vibrant, high-quality work for parents and community members at Showcases of Student Learning, events that are regularly attended by more than 90% of Two Rivers families.

Another way that students share their learning in the middle school is through student-led conferences and portfolio assessments. First launched during the 2011-12 school year, student portfolio assessments continue to be an important component of the Two Rivers middle school experience and are a compelling example of the mission in action. Students in grades 6 through 8 present a portfolio of high-quality work

to their parents and guardians twice a year. Students in grades 4 and 5 also create portfolios to share with their families. Students present three to five pieces of work, and explain the skills, knowledge, and processes necessary to complete the work.

Eighth graders participate in a Passage Portfolio which elevates the stakes for the transition from 8th grade to high school. Students present their work to a panel of Two Rivers staff who then ask probing questions and inspire students to discuss their strengths, areas that need development, and growth over time through revision. Students must pass the Passage Portfolio before they are promoted. This process asks students to meet intentionally-set high expectations. If students fail within this structure, they are afforded multiple opportunities to learn and grow.

Goals and Academic Achievement

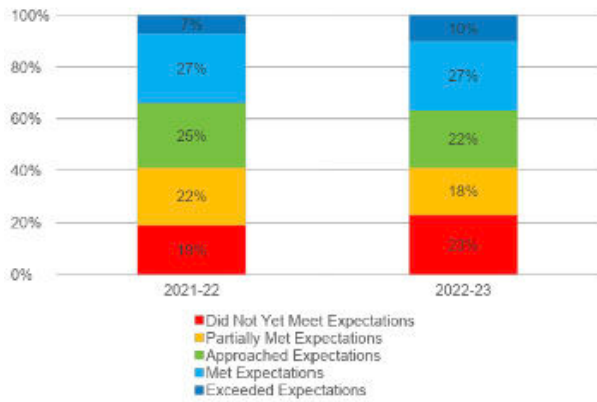
Students' performance on academic assessments are a part of the Two Rivers mission, and Two Rivers continues to outperform the charter average, and the state average in ELA and Math on the Partnership for Assessment of Readiness for College and Careers (PARCC). While this is an achievement worth celebrating, Two Rivers recognizes that there is still much work to do to eradicate the persistent achievement gap which remains.

In addition to adopting the Performance Management Framework (PMF) as Two Rivers' goals and academic achievement expectations, Two Rivers has adopted the following goal: on the EL Education Review, each Two Rivers campus will meet or exceed its yearly target score. This review ensures that Two Rivers is implementing its model with fidelity and achieving core components of its mission: students actively engaged in learning that matters.

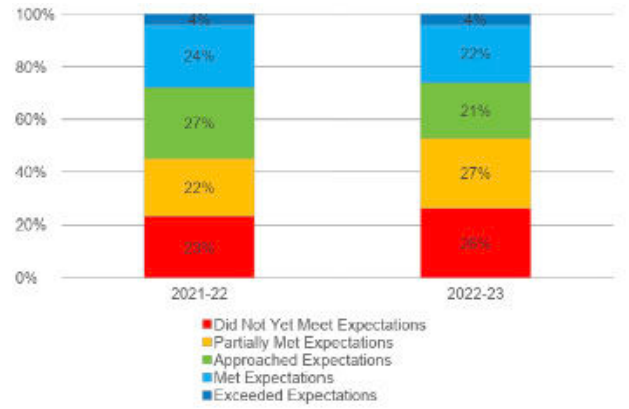
In SY 2022-23 PCSB did not produce PFM results however, Two Rivers did complete PARCC testing and EL Education implementation review. Through PARCC testing, Two Rivers notes the highlights in ELA of the percentate of students scoring 4+ increased 3 points and in math of Two Rivers and each individual campus exceeded then sector proficiency rate. In order to get a fuller picture of Two Rivers, a full implementation review was completed with EL Education. While Two Rivers did not meet expectations in having Young Elementary score 92/130 while both 4th St Elementary and Middle School scored 98/130, there were strong numbers in areas of culture while noting the greatest area for growth in instruction. The next pages show charts from both PARCC and the implementation review.

Below are charts showing Two Rivers PARCC Scores

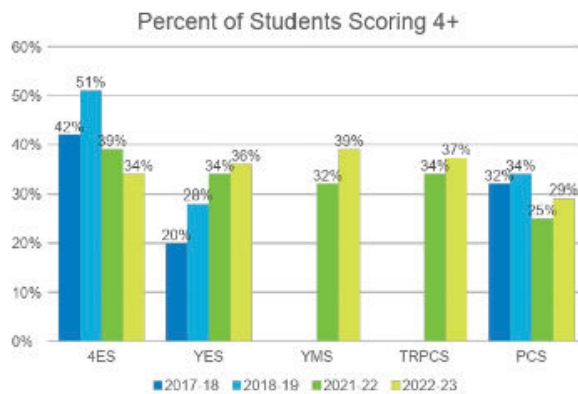
ELA Performance Levels



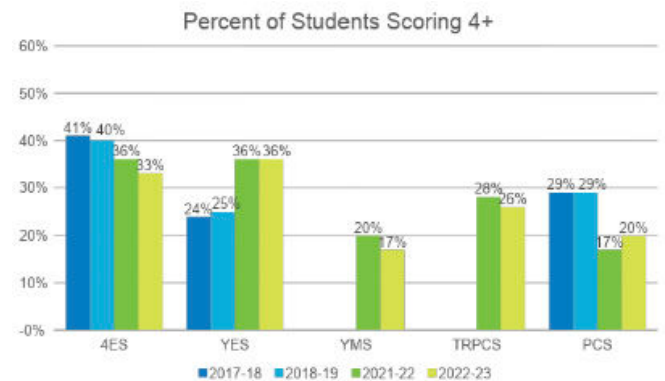
Math Performance Levels



ELA Proficiency Over Time

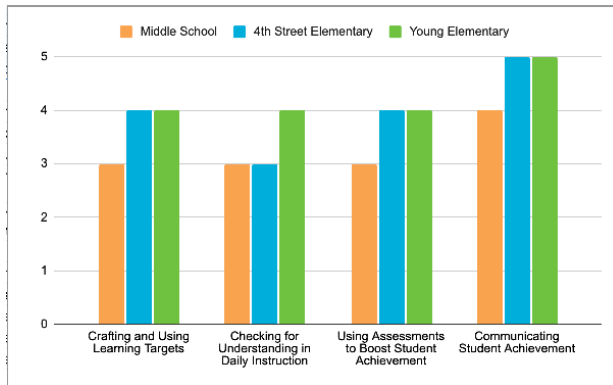


Math Proficiency Over Time

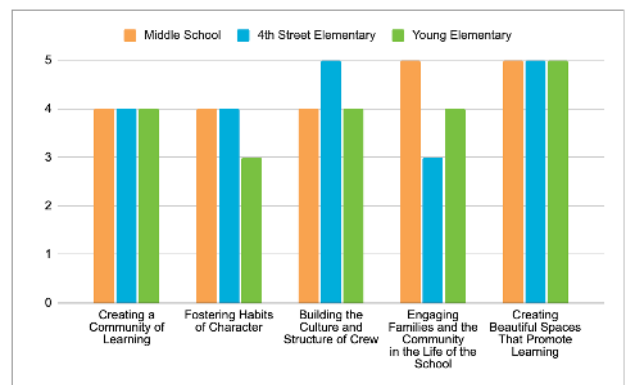


Below are charts showing Two Rivers Implementation Review Scores

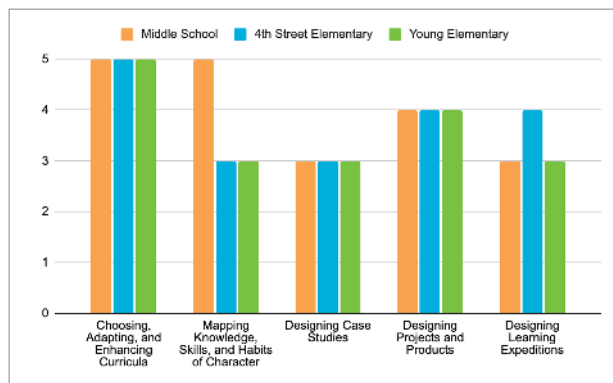
Assessment



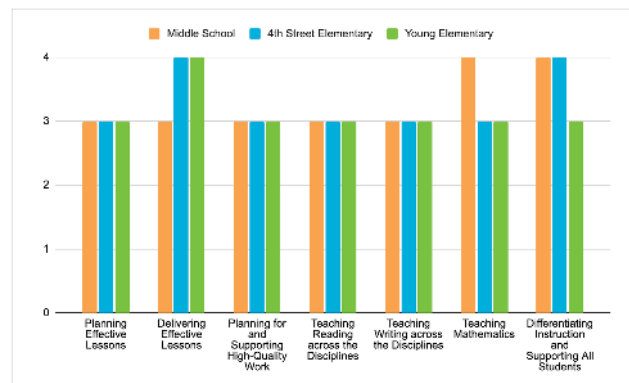
Culture



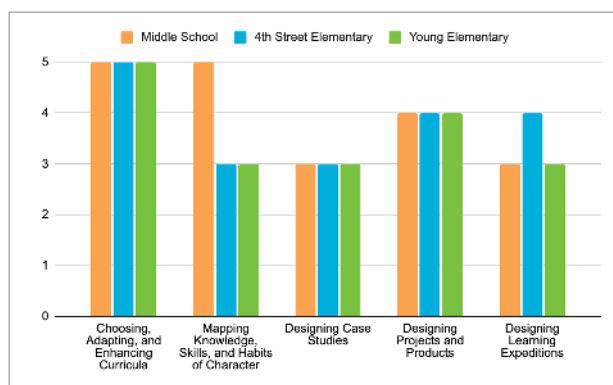
Curriculum



Instruction



Leadership



Unique Accomplishments

Two Rivers wins NoMA BID Community Partner Award

On May 22, Two Rivers was recognized by NoMa BID at their annual meeting for its notable contributions to improve and strengthen the community and city through a Community Partner Award. These awards are staff-recommended and board-approved and highlight Two Rivers' deliberate effort to engage with and enhance the local community.

State Ministers of Education from South America visit Two Rivers

Two Rivers hosted a group of state education ministers from several Spanish-speaking nations during their week-long program in Washington, DC funded by the Varkey Foundation. One Student Ambassador served as an interpreter as the delegation toured classrooms and participated in a panel discussion with teachers, leaders, and counselors. The ministers were eager to learn about Two Rivers' approach to social-emotional learning, special education services, and the financing of charter schools.

Launch of RiverSmart funded outdoor classroom

Two Rivers was awarded a RiverSmart grant through the Department of Energy & Environment to build an outdoor classroom to not only mimic the Anacostia Watershed and its natural environment but to mitigate stormwater runoff. At the ribbon-cutting on April 26, students and families planted native trees and shrubs.

After school extracurriculars

Partnered with PSA to bring five outside agencies to Two Rivers campus. This allowed families alternatives to AlphaBest and different enrichment opportunities for students. Scholarships were also offered to families for the enrichment opportunities.

Partnership with George Washington University

Our partnership allowed for the first George Washington counselor intern to join the 4th street campus. This allowed for more social emotional support at the 4th street campus. The relationship between our counselor and intern allowed for updated interventions and real life practice to be shared.

Bridge Room

This year for the first time Two Rivers opened a self contained room (held at 4th Street) for students with a severe cognitive delay. This room allowed us to meet the needs of students that needed a different curriculum to support their learning.

Fund for Teachers Grant Recipient

Ms. Lesley and Ms. Kai were recipients of a Fund for Teachers grant to participate in yoga/mindfulness and meditation workshops with Bangkok Shambhala Meditation. She will also visit the Phato village to learn how they support special needs in school and will learn how to bring those practices to life at Two Rivers.

Fulbright Scholarship

Ms. Jumoke participated in the Fulbright-Hays seminar program in Jordan. Below is a description of the program and what she'll did.

"The Fulbright-Hays Program awards grants to individual U.S. K-14 pre-teachers, teachers and administrators, pre-doctoral students and postdoctoral faculty, as well as to U.S. institutions and organizations. The Program supports research and training efforts overseas, which focus on non-Western foreign languages and area studies. The Fulbright-Hays Program is funded by a Congressional appropriation to the U.S. Department of Education."

Speaker Series

With the support of 4th Street PSA, several speaker series forums were held this year. Each month was focused on a different topic and had a speaker panel to be the experts in the topic being discussed.

Presentation at National Conference of The American Alliance for Theatre and Education

American Alliance for Theatre & Education is one of two major national theatre education associations and serves a collective of theatre artists, educators, and scholars committed to transforming young people and communities through the theatre arts. Suzanne's work with Two Rivers 1G students, Mime, Movies, and Making Waves: Approaching Activism in First-Grade Drama, has been selected for workshop at this year's annual conference in Seattle.

Insight to Action Partnership to Act on Staff Feedback and Address Racial Bias in Schools

In School Year 2021-22, Two Rivers first participated in TNTP's Teacher Insight Racial Equity Analysis of our Spring 2022 Teacher Insight survey in partnership with the School Leader Lab. The analysis explored whether any differences by race/ethnicity on survey items in the Retention, Diversity, Equity, and Inclusion (DEI), and Equitable Systems and Structures (ESS) domains were statistically significant and, if so, whether those differences remain significant when controlling for the Instructional Culture Index (ICI). In School Year 2022-23, we were excited that TNTP and School Leader Lab extended our partnership to support a similar deep dive. Through that work, Two Rivers was able to deepen our understanding of how racial bias shows up in our school buildings and how our organization can increase connection among staff and our sense of "crew" to make sure critical feedback and dialogue around racial bias is shared.

Grant Award from Ed Forward DC to Pilot School Based Mental Health Initiative

Two Rivers received a competitive pilot grant from Ed Forward for our work to teach social emotional skills. Two Rivers will use EL Crew Lesson Plans and our Scholarly Habits - Character Norms to ensure students are equipped to effectively navigate the demands and challenges both in school and outside of school. The grant will allow us to build staff capacity for teaching social emotional skills through the scholarly habits and support Tier II student needs more effectively. The staff involved will also identify and train students to participate in the restorative justice process when a peer violates community norms.

Student Artwork on Public Display

In conjunction with their expedition investigation into Washington D.C., Ms. Aysha's 3G students learned about and created their own Street Art. Their work is on display in the windows of Press House on the corner of 4th St. and Florida Ave.

Two Rivers Financial Forums for TR Staff

Two Rivers held two financial forums for Two Rivers staff that outlined our financial benchmarks, spending and revenue drivers, annual compensation and benefits considerations, and comparisons with other similarly-sized networks. We additionally carried elements of this financial content into a Two Rivers' Family Town Hall where budget fundamentals were reviewed. This groundwork helped our community engaged in a transparent conversation about FY24 Budget plans.

Black History Month Celebration Honoring Brigadier General Charles Young

Charles Young was a trailblazing American soldier, educator, and civil rights leader who, among many accomplishments, was the first Black Superintendent of a National Park, the first Black military attaché, the first Black man to achieve the rank of colonel in the United States Army, and highest-ranking Black officer in the regular army until his death in 1922.

He was the namesake of Two Rivers Young Elementary School. Last year, Charles Young was posthumously awarded the rank of Brigadier General by the US Army in recognition of his extensive service and the barriers he faced due to racism. To celebrate this honor, Young Elementary dedicated our weekly community meeting to showcasing the trials and successes of this national hero, culminating with an unveiling of a 1919 portrait of Charles Young, Two Rivers invited members of the Black alumni association of West Point (Do More Together), the Buffalo Soldiers Association of West Point, and the West Point Association of Graduates.



List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2022-2023 fiscal year:

Align Staffing
Mariam al-Shamma
David and Melanie Anspacher
ArentFox Schiff
Andaleeb Banta
Sara Batterton
Law Office of Lauren E Baum
Gelsey Bennett
Jenny Bradbury
Kendra and Joe Briggs
Lina Cates
Allegra Chapman
Clark Construction
Brett Cohen
Brian Connell
Lea Crusey and Jeb Ory
Katherine Dawes
Dante and Amal Disparte
Dustin and Madeline Dunsmore
Ryan and Melissa Eades
Roy and Diane Eades
EdOps
Alarik Fritz
Laura Furr
Katherine and Michael Gilles
Ryann Glaccum
Anna Greenberg
Kaia Greene
Elizabeth and David Halliday
Eric Hansen
Hickok Cole
Emily Hildreth
Horning Family Foundation
Jeanne Phil Meg Team
Nida and Jan Johansson
Claire and Michael Kaiser
Kaiser Permanente
Rose Garr and David Lipowicz
Brett and Jennifer Garson
Mary Gornick and David Kasneovich
Meg Laurent
William and Jody Kent Lavy
Rebecca Lindhurst
Andrew and Elizabeth Lindner
Annamarie and Paul Lopata
Sarah Martin
MCN Build
National Capital Bank
NFP Meltzer
NoMa BID
NRP Group
Lisa Oksala
Taylor Ondrey and Rebecca Furguson-Ondrey
Emily and John Pappas
Kirtan and Anvi Parikh
Amanda Parks and Carl Holden
Elizabeth and Mehu Patel

Bill Pelton
John Phillips
Sarah and Bo Ranney
Ann and Stephen Reiling
Lygeia Ricciardi and Eric Eversmann
Karyn Richman
Ben Robins
Justin and Jessica Rydstrom
Sher "Beng" Salao and Kenneth Wong
Brendan Saloner
Robert and Jamie Schafer
Eli Schlam
Michael Shenkman and Rebecca Terrell
Ahnna Smith
Smith Dawson & Andrews
Marita Starr
Aurora Steinle and Mike Lamb
Ashley and Brian Stone
Anya Stockburger and Sunil Khanna
Studio Twenty Seven Architecture
Stephanie Tatham and Thomas Lee
Gregg and Lisa Trembl
Audrey and Sean Ward
John and Susan Wodatch
Aswathi Zachariah



Two Rivers Student Data Report

Enrollment Data				
	LEA Name	Two Rivers PCS		
	Campus Name	4th Street	Young ES	MS
PCSB	Ages served	PK3 - 5	PK3-5	6-8
PCSB	Audited Enrollment Total	399	377	276
PCSB	PK3 Audited Enrollment	54	35	
PCSB	PK4 Audited Enrollment	50	45	
PCSB	KG Audited Enrollment	50	50	
PCSB	Grade 1 Audited Enrollment	51	48	
PCSB	Grade 2 Audited Enrollment	51	50	
PCSB	Grade 3 Audited Enrollment	47	48	
PCSB	Grade 4 Audited Enrollment	50	50	
PCSB	Grade 5 Audited Enrollment	46	51	
PCSB	Grade 6 Audited Enrollment			96
PCSB	Grade 7 Audited Enrollment			96
PCSB	Grade 8 Audited Enrollment			84

Student Attendance Data				
		4th Street	Young ES	MS
School	Total number of instructional days	180	180	180
PCSB	Suspension Rate	1.0%	1.59%	8.2%
PCSB	Expulsion Rate	0.0%	0.0%	0.0%
PCSB	Instructional Time Lost to Discipline	0.02%	0.02%	0.10%
PCSB	In-Seat Attendance	91.98%	91.47%	90.3%



Two Rivers Staff Data Report

Number of Teachers, Attrition Rate, and Salaries			
	4th Street	Young ES	MS
Number of Teachers	33	31	28
Teacher Attrition Rate	18%	29%	57%
Average Teacher Salary	\$73,592		
Teacher Salary Minimum	\$58,820		
Teacher Salary Maximum	\$88,620		
Executive Salaries	152,304 145,423 145,194 124,863 118,080		

Teacher Gender Summary			
	4th Street	Young ES	MS
Female	86%	81%	61%
Male	14%	19%	35%
Not Specified	0%	0%	3%

Teacher Race Summary			
	4th Street	Young ES	MS
Asian	6%	9%	3%
Black or African American	47%	41%	45%
Hispanic or Lation	8%	9%	10%
Two or more races (Not Hispanic or Lation)	3%	0%	6%
White	36%	41%	41%

Teaching Experience			
	4th Street	Young ES	MS
0-4 years	9%	3%	40%
5-9 years	20%	34%	25%
10-14 years	21%	9%	22%
15+ years	6%	16%	19%

Instructional Staff Qualifications			
		BA	MA
4th Street	Assistant Teachers	45%	0%
	Lead Teachers	100%	58%
	School Administrators	100%	100%
	Operational School Support	0%	0%
Young ES	Assistant Teachers	29%	0%
	Lead Teachers	100%	59%
	School Administrators	100%	75%
	Operational School Support	33%	33%
Middle School	Assistant Teachers	40%	0%
	Lead Teachers	100%	42%
	School Administrators	100%	100%
	Operational School Support	67%	0%
Network	Student Related Service Providers	100%	100%
	Counselors	100%	100%

Non-Instructional Staff Qualifications		
	BA	MA
Network Leadership	100%	100%
Network Support	76%	19%

School Staff

Network Staff	
Aurora Steinle	Interim Executive Director
Kenneth McCants-Pearsall	Chief Academic Officer
Gail Williams	Chief Operating Officer
Mary Gornick	Senior Director of Human Resources
Jenna Umansky	Senior Director of Student Support
Khizer Husain	Senior Director of External Relations
Derrick Miles	Director of Math (4-8)
Stephanie Cade	Director of Math (PS-5)
Molly France	Director of Literacy (PS-3)
Tina Johnson	Director of Literacy (4-8)
Christina Radden	Curriculum & Instruction Program Associate
Kristal Graber	Special Education Compliance Manager
Dawnyela Meredith	Director of Alumni Equity and Empowerment
Aziza Temple	Development Manager
Yanci Flores	Communications Associate
Crystal Lewis	Director of Finance
Liz Riddle	Business Program Associate
Asia Bell	Registrar
Corinne Wilkerson	Data Manager
Erin Dow	Enrollment & Recruitment Associate
Cade Pickette	Health and Safety Coordinator
Melanie Jacobs	Student Records Coordinator
Ashley Strawser	Hiring Coordinator
Fatima Condon	Human Resources Associate
Michelle Kimso	Executive Assistant
Tameka Faison	Director of Operations
Pretrice Smith	Technology Services Manager
Christopher Headecker	Food Service Coordinator
Tom Rhodes	Building Engineer
An Nguyen	Facilities Associate
Brandon Thomas	Facilities Associate

Non-Instructional School Based Staff	
Danielle Hutcherson-Blount	4th Street Elementary School Principal
Guye Turner	4th Street Elementary School Assistant Principal of Instruction
Rachel Owens	4th Street Elementary School Assistant Principal of Culture
Ben Jacobs	4th Street Elementary School Campus Director of Special Education
Ashley Stone	Interim Middle School Principal
McKenzie Baecker	Middle School Assistant Principal of Culture
Maggie Fatovic	Middle School Campus Director of Special Education
Michael McQueen	Student Support Assistant
Megan DeRitter	Young Elementary School Co-Principal
Alison Cross	Young Elementary School Co-Principal
Ne'Shala Liggins	Young Elementary Campus Director of Special Education
Mikia Satchell	Administrative Assistant
LaShaun Morgan	Administrative Assistant
Re'Jeanne Johnson	Administrative Assistant
Renata Montford	Front Desk Receptionist
Renea Fowler	Front Desk Receptionist
Cierra Berry	Front Desk Receptionist
Raquel Thompson	Front Desk Receptionist



School Staff

4th Street Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Chantel Evans	PS	Evette Knight-Gibbs
Andrew Lofton	PS	Mariah Truesdale
Cheyenne Scarver Kendall Doyle	PS	Veronica Young
Steph Szakats	PK	LaTiller Wilson
Shawntika Johnson	PK	Pamela Dixon
Marissa Corbett	K	Sha'Quale Davis
Jacquelyn Caruso	K	Xavier Scott
Tamela Odom	1	Allegra Hall
Lexie Seidel	1	Sherrick Dunbar
Ilana Narvanza	2	Brittani Simmons
Portia Nicholson	2	Lee Price
Amy Chao	3	Derrick Brown
Kelly August	3	Mimi Hyre
Katie Dunn	4	Christel Davis
Chantel Ashwood	4	Khadeem Wynter
Ashley Taliaferro	5	Aeisha Harrington
Shawn Scileppi-Gonzalez	5	Awaynie Wingate
Erica Perry	Assistant Teacher	



Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Hannah Rosen	PS	Rukayat Idris
Rachell Richardson	PS	Jessie Watson
Maria Nye	PK	Terria Brooks
Sherrie Nesbitt	PK	Cheryl Ouzts
Emma Scheibel	K	Brishauna Garvin
Ann Seltzer	K	Sangeeta Goel
Christine Nwosu	1	Kesha Jones
Shriram Chauhan	1	Kate Moffett
LaKiesha Watson	2	Chelane Parrish
Jumoke Aremu	2	Amina Koroma
Janide Rene	3	Talika Newbon
Tyrone Ferrell	3	Monica Michaels
Ralph Ogundiran	4	DiAnna Stewart
Delonna Gibbs	4	Lavelle Calhoun
Collin Hill	5	Mon'et Michaels
VACANT	5	
Lisa Green	Assistant Teacher & Floating Substitute	

Middle School Instructional Staff	
Ama Teasdel	Language Arts
Carolina Riveros-Ruenes	Language Arts
Brooke Knapp	Language Arts
Molly Keegan	Language Arts
Yana Kozukhin	Language Arts
David Frieble	Mathematics
Bahiya Pleasant	Mathematics
Ashley Reyes Watson	Mathematics
Demetrius McDade	Mathematics
Chase Zaslannya	Social Studies
Elliott Stryker	NYU Resident Teacher
Victoria Huchro	NYU Resident Teacher
Matt Hobbs	Expeditions
Emely Aguilera	Assistant Teacher
Richard Franklin	Assistant Teacher

School Staff

Special Education Teachers	
Jazmin Heartfield	Alice Hale
Kate Cooper	Selena Taylor
Peter Gamber	Francine Perry
Courtney Legg	Zo Clement
Chavon Hyatt-Jackson	Lindsay Druhan
Samantha Dillon	Talia Roth
Lesley Riddick	Teruko Garnett
Beth Calano	Sasha Silverman
Chelsea Rivas	Tasha Harris
Kai Blackwood	Karolyn Paige
Katie Yule	Rachel Sirota
Ariel Griffin	

Subject Specials	
Allison Yood	Art- 4th Street Elementary/ Young Elementary
Ayesha Khwaja	Art- 4th Street Elementary/ Young Elementary
MyShia Cheatham	Art-Middle School
Antwan Dessausure	Physical Education - 4th Street Elementary/ Young Elementary
Delonte Johnson	Physical Education - 4th Street Elementary/ Young Elementary
Tiante Baylor	Physical Education - 4th Street
Tarik Cranston	Physical Education - Middle School
Terrell Hawkins	Physical Education - Middle School
Stradivari Baynard	Music - Middle School
Rolanda Carter	Music - 4th Street Elementary/ Young Elementary
Amanda Silverstein	Music - 4th Street Elementary/ Young Elementary
Naysha Carrasquillo	Spanish - 4th Street Elementary
Cristian Canales	Spanish - Middle School
Cody Encarnacion	Spanish - 4th Street Elementary
Claudia Cedillo	Spanish - Young Elementary
Dilenia Dilone-Aberu	Spanish - 4th Street Elementary/ Young Elementary
Suzanne Katz	Drama - 4th Street Elementary/ Young Elementary
Ashley Buster	Drama - 4th Street Elementary/ Young Elementary
Ashanti Young-Joiner	Drama - Middle School

Counselors and Specialists	
Sasha Clayton	Student Support Counselor
Adijat Agbo-Ola	Student Support Counselor
Tiffanie Featherstone	Counselor
Caitlin Eshelman	Counselor
Leonardine Pacombe	Counselor
Ericka Nelson	Counselor
Taysue Morris	Counselor
David Gordon	Counselor Support Assistant
Katona Johnson	Academic Counselor
Liz LeBoo	ELL Teacher
Ashley Geohaghan	ELL Teacher
Adrianna Palestine	Speech Language Pathologist
Sarah Petry	Speech Language Pathologist
Kendra Scott	Speech Language Pathologist
Karena Wilson-Plater	School Psychologist
Genifer Salandy	School Psychologist
Lily Damico	Occupational Therapist



Board of Trustees

During the 2022-2023 school year, the Board of Trustees for Two Rivers Public Charter School was comprised of the following members:

Jenny Bradbury-Academic Excellence Member

Ben Robins*-Finance Committee Member
Two Rivers Parent

Kimberly Eddings-Finance Committee Member

Eli Schlam-Secretary

Lauren Hamilton-Edward-Governance Committee Member

Ahnna Smith*-Academic Excellence Committee Member

Malik Husser*-Vice Chair

Two Rivers Parent

Alvincent Hutson*-Governance Committee Member

Gregg Trembl*-Treasurer
Two Rivers Parent

Michael Murphy*-Development Committee Member

Aswathi Zachariah*-Chair
Two Rivers Parent

John Phillips*-Development Committee Chair

Dr. Derek Pierce-Academic Excellence Chair

Aurora Steinle, Interim Executive Director-Ex. Officio

* Resident of the District of Columbia



Finance

School Finance Primer

Two Rivers Public Charter School maintains a strong financial position and balance sheet. In part, this is because Two Rivers asks four questions when making financial decisions:

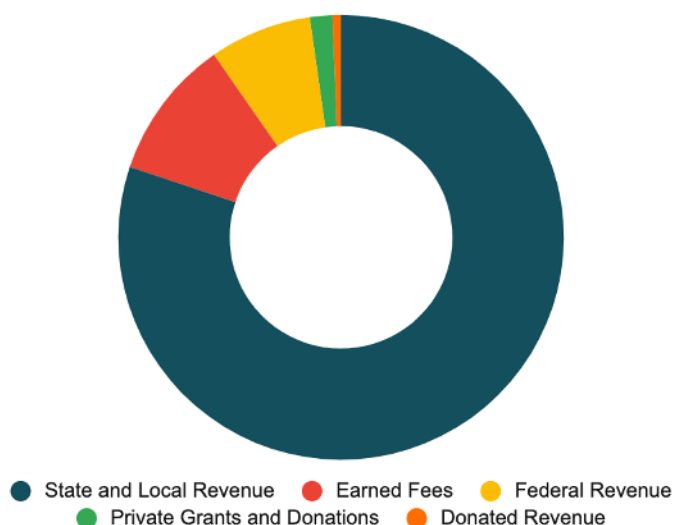
- Does this decision benefit our students?
- Does this decision make Two Rivers a better place to work?
- Is this decision fiscally responsible?
- Does this decision align with Two Rivers becoming an antiracist organization?

The main engine of Two Rivers' revenue is per-student allocations from the Office of the State Superintendent of Education (OSSE), and the main expenditures include salaries and benefits, facilities occupancy expenditures, interest payments, and direct student services. This primer includes summarized information about Two Rivers' financial operations.

Revenue

Two Rivers' unaudited revenue for FY23 (the 2022–2023 school year) was \$28,516,543. More than 81% of this revenue is derived from per-student funding through OSSE.

All Revenue by Category



State and Local Revenue: Most of Two Rivers' revenue is dependent on the Universal Per Student Funding Formula, or UPSFF, which is administered by OSSE. Each year, the mayor's office sets a "foundation level" payment per student. For budgeting purposes, this revenue source is a part of "state revenue." Altogether, UPSFF revenue for FY23 was projected to be \$23.24 million.

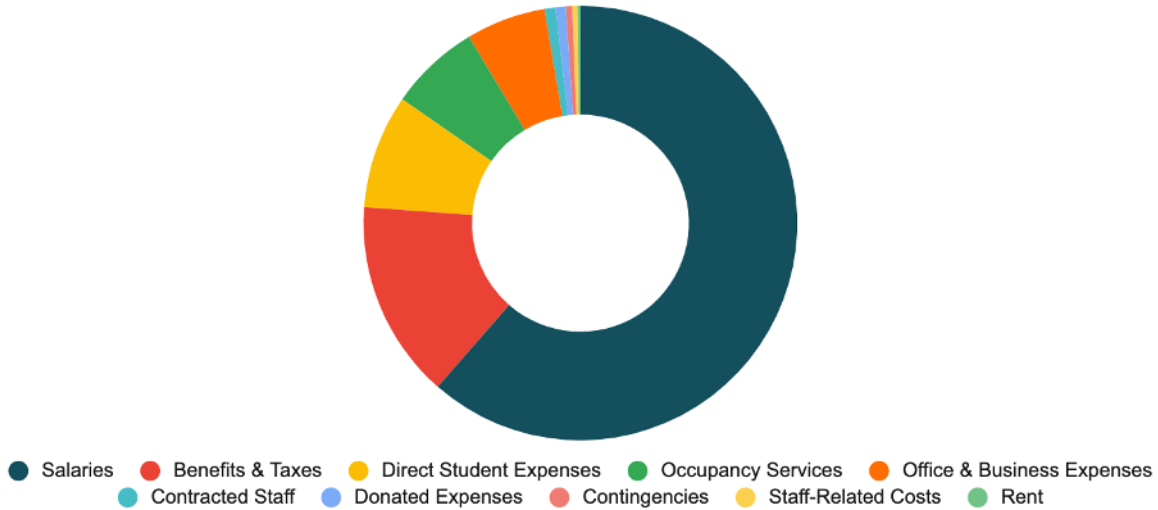
Federal Funding: Further funding is from federal sources. This includes programs like Title I, Title II, Title III (to support English language learners), Title IV (used to support at-risk students), IDEA (to support students in special education), competitive facilities grants, Medicaid reimbursement payments, and E-Rate (discounted telecommunications), among (discounted telecommunications), among others. At the beginning of the 2022–2023, Two Rivers was not projecting any new COVID-19 relief funding from federal appropriations. However, Two Rivers carried over \$717,000 of relief funding received in FY22 for use this year.

Other Sources of Revenue: Two Rivers also raises funds from private foundations and grantors, fundraising efforts (like the annual gala), earned revenue (like uniform sales and meal payments) and dividends and interest payments on investments. FY23 other revenue was about \$3.6 million.

Expenses

In FY23, unaudited ordinary expenses were \$24,089,108 and unaudited extraordinary expenses were \$4,459,639. This totals \$28,548,747. These are the categories of ordinary and extraordinary expenses in Two Rivers' budget:

FY 23 Expenses



Ordinary Expenses

- Salaries
- Benefits and Taxes
- Contracted Staff
- Staff-Related Costs
- Rent
- Occupancy Services
- Direct Student Expenses
- Office & Business Expenses
- Contingency
- Donated Expenses

Extraordinary Expenses

- Depreciation
- Amortization
- Interest Payments

Staff Expenses: Two Rivers' investment in its staff is the largest expense source, constituting about 63% of all budgeted, ordinary expenses. Salaries totaled \$14.3 million and benefits \$3. million in FY23.

Direct Student Expenses: This category of expenses totaled \$2.7 million and includes student textbooks, expeditions, events, food service costs, classroom supplies, some contracted instruction fees, student field trips, and translation services, among others. Additional direct student expenses include both substitute teachers and contracted special education services.

Occupancy Services: Expenses associated with Two Rivers' physical campuses were \$1.6 million and included utilities, garbage removal, maintenance, repair, and janitorial services.

Centralized Office and Business Expenses: FY 23, \$1.8 million was expensed toward accounting services, authorizer fees (paid to the DC Public Charter School Board), business insurance, telecommunications, and related expenses.

TWO RIVERS PUBLIC CHARTER SCHOOL

Unaudited Income Statement
July 1, 2022 to June 30, 2023

Income Statement	Year to Date		
	Actual	Budget	Variance
Revenue			
Per-pupil	14,441,310	14,485,992	(44,682)
Per-pupil SpEd	3,548,871	3,851,564	(302,693)
Per-pupil SpEd ESY	186,751	230,635	(43,884)
Per-pupil LEP/NEP alloc	298,056	223,534	74,522
Per-pupil at risk	944,840	691,360	253,480
Per-pupil facility	3,695,676	3,681,506	14,170
Pandemic Supplemental Funding	193,299	0	193,299
Local grants & programs	27,938	46,021	(18,083)
Federal Revenue	1,538,795	2,113,260	(574,465)
Private Grants and Donations	412,167	472,412	(60,245)
Earned Fees	3,227,090	2,960,515	266,575
Donated Revenue	1,750	180,142	(178,392)
Total Revenue	28,516,543	28,936,941	(420,398)
Operating Expenses			
Personnel Salaries & Benefits			
Executive and Leadership salaries	1,751,855	1,932,250	180,395
Teacher salaries	3,151,545	3,691,123	539,578
SpEd salaries	1,799,620	2,017,765	218,145
ELL teacher salaries	173,417	164,891	(8,526)
Specials salaries	1,358,493	1,330,864	(27,629)
Substitute salaries	665,741	306,432	(359,309)
Teacher aides salaries	1,257,776	1,300,233	42,457
Student support salaries	1,478,041	1,602,976	124,935
Instr staff support salaries	326,512	347,631	21,120
Business & Operations Salaries	1,567,381	1,649,391	82,010
Stipends and Bonuses	857,446	610,617	(246,829)
Staff Related Costs	146,434	88,202	(58,232)
Benefits & Taxes	3,324,185	3,524,766	200,580
Personnel Salaries & Benefits Total	17,858,448	18,567,142	708,694
Direct Student Expense			
Educational Supplies and Textbooks	414,690	455,064	40,374
Student Assessment Materials	41,239	58,731	17,492
Contracted Student Services	1,450,723	1,013,674	(437,048)
Food Service	610,686	348,213	(262,473)
Other Direct Student Expense	215,768	177,531	(38,236)
Direct Student Expense Total	2,733,105	2,053,214	(679,892)
Occupancy Expense			
Rent	55,973	55,973	0
Utilities & garbage removal	488,593	429,888	(58,705)
Contracted building services	899,032	886,167	(12,865)
Maintenance and repairs	233,299	298,420	65,121
Janitorial supplies	0	13,735	13,735
Occupancy Service Total	1,676,897	1,684,182	7,285
General and Administrative Expenses			
Office supplies	94,635	137,134	42,499
Copier rental & services	25,673	22,117	(3,556)
Telephone & telecommunications	98,402	118,210	19,808
Business insurance	124,882	126,033	1,151
Authorizer fees	232,139	270,413	38,274
Legal, Accounting & Payroll	289,449	282,907	(6,542)
Computer support fees	281,228	255,760	(25,468)
Other professional fees	309,892	196,077	(113,815)
Unforeseen Expenses	0	115,674	115,674
Other General expenses	364,358	191,063	(173,295)
General and Administrative Expense Total	1,820,658	1,715,388	(105,270)
Operating Expenses Total	24,089,108	24,019,926	(69,182)
Operating Income (Rev. - Op. Exp. = OI)	4,427,435	4,917,015	(351,216)
Extraordinary Expenses			
Depreciation and Amortization Total	2,300,880	2,202,115	(98,765)
Interest Total	2,158,758	2,079,063	(79,695)
Total Extraordinary Expenses (EE)	4,459,639	4,281,178	(178,460)
NET INCOME	(32,204)	635,837	668,041
Cash Flow Statement			
Net Income	(32,204)	635,837	(668,041)
Cash Flow Adjustments			
Total Add Depreciation	2,300,880	2,202,115	98,765
Total Buildings	921,729	21,194	900,535
Total Facilities Project Adjustments	(14,712,812)	(8,905,116)	(5,807,696)
Total Financing Activities	111,488	0	111,488
Total Operating Fixed Assets	3,841,193	(404,974)	4,246,167
Total Other Operating Activities	9,880,897	6,367,063	3,513,834
Total Per-Pupil Adjustments	0	2	(2)
Total Restricted Equity	(34,739)	0	(34,739)
Total Suspend	1,011	0	1,011
Total Unrestricted Equity	34,739	0	34,739
Total Cash Flow Adjustments	2,344,386	(719,716)	3,064,102
Change in Cash	2,312,183	(83,879)	2,396,061

TWO RIVERS PUBLIC CHARTER SCHOOL

Balance Sheet (Unaudited)		6/30/23
Assets		Current
Current Assets		
Total Cash		9,792,094
Total Accounts Receivable		710,286
Total Other Current Assets		758,724
Total Current Assets		11,261,105
Noncurrent Assets		
Total Facilities, Net		43,306,967
Total Operating Fixed Assets, Net		912,866
Total Noncurrent Assets		44,219,832
Total Assets		55,480,937
Liabilities and Equity		Current
Current Liabilities		
Total Accounts Payable		304,096
Total Other Current Liabilities		312,144
Total Accrued Salaries and Benefits		816,710
Total Current Liabilities		1,432,950
Equity		
Total Unrestricted Net Assets		9,765,788
Total Net Income		(32,203)
Total Temporarily Restricted Net Ass		286,532
Total Equity		10,020,116
Long-Term Liabilities		
Total Senior Debt		45,047,197
Total Other Long-Term Liabilities		(1,019,326)
Total Long-Term Liabilities		44,027,871
Total Liabilities and Equity		55,480,937

TWO RIVERS PUBLIC CHARTER SCHOOL

Approved Budget (FYE24)

Revenue	
State & Local Revenue	23,791,055
Federal Revenue	1,051,527
Private Grants and Donations	352,661
Earned Fees	798,472
Donated Revenue	0
Total Revenue	25,993,715

Operating Expenses	
Personnel Salaries & Benefits	
Executive and Leadership salaries	1,674,530
Teacher salaries	3,478,124
SpEd salaries	1,845,358
ELL teacher salaries	175,196
Specials salaries	1,390,487
Substitute salaries	478,765
Teacher aides salaries	1,057,758
Student support salaries	1,725,759
Instr staff support salaries	453,291
Business & Operations Salaries	1,475,304
Stipends and Bonuses	730,777
Staff Related Costs	91,500
Benefits & Taxes	3,372,950
Personnel Salaries & Benefits Total	17,949,798

Direct Student Expense	
Educational Supplies and Textbooks	347,908
Student Assessment Materials	38,440
Contracted Student Services	1,109,660
Food Service	540,000
Other Direct Student Expense	200,000
Direct Student Expense Total	2,236,008

Occupancy Expense	
Rent	79,904
Utilities & garbage removal	456,000
Contracted building services	750,123
Maintenance and repairs	135,000
Janitorial supplies	0
Occupancy Service Total	1,421,027

General and Administrative Expenses	
Office supplies	146,500
Copier rental & services	32,000
Telephone & telecommunications	109,500
Business insurance	140,000
Authorizer fees	243,590
Legal, Accounting & Payroll	242,476
Computer support fees	289,181
Other professional fees	242,500
Unforeseen Expenses	100,000
Other General expenses	6,038
General and Administrative Expense Total	1,551,785

Operating Expenses Total	23,158,618
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Operating Income (<i>Rev. - Op. Exp. = OI</i>)	2,835,097
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Extraordinary Expenses	
Depreciation and Amortization Total	2,275,591
Interest Total	1,861,284
Total Extraordinary Expenses (EE)	4,136,875

NET INCOME	(1,301,778)
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