



TWO RIVERS PUBLIC CHARTER SCHOOL



Annual Report SY 2023-2024

Gregg Trembl
Chair, Board of Trustees

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School Description

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 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 EL Education literacy modules to teach 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 EL modules and projects. 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 Illustrative Math 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.

Curriculum modules, 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 2023-24 school year, each campus had an FSA President and Secretary.

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 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, talent show, dance, or fundraising dinners at local restaurants

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.



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 takes 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 Celebrations of Learning events that are regularly attended by more than 90% of Two Rivers families.

Another way that students share their learning in middle school is through student-led conferences and portfolio assessments. First launched during the 2011-12 school year, student portfolio assessments

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 a offered multiple opportunities to learn and grow.

Goals and Academic Achievement

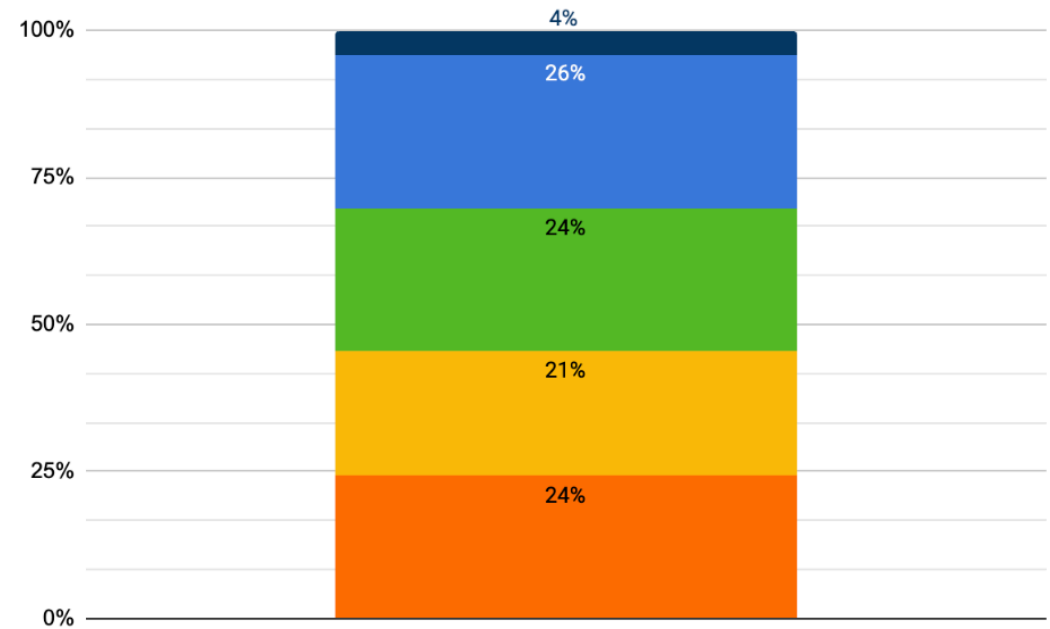
In School Year (SY) 2023-24, DC-CAPE data revealed several key insights into student performance at Two Rivers. In the elementary grades, 26% of students scored a 4 or higher in ELA, meeting or exceeding expectations and indicating they are on or above grade level. Similarly, 20% of elementary students scored a 4 or higher in Math. Additionally, 23% of elementary students scored a 3, which means they are approaching grade level in both ELA and Math.

At the middle school level, 35.2% of students scored a 4 or higher in ELA, and 44.1% did so in Math, indicating they are on or above grade level. Meanwhile, 26% of middle school students scored a 3 in ELA, and 25% did so in Math, showing they are approaching grade level. This data highlights significant opportunities for Two Rivers to implement targeted interventions and supports to increase the percentage of students performing at or above grade level.

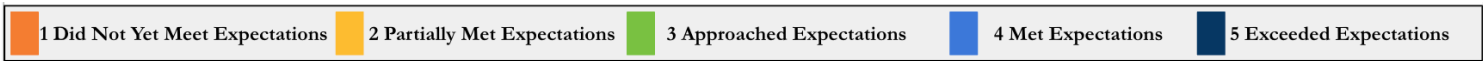
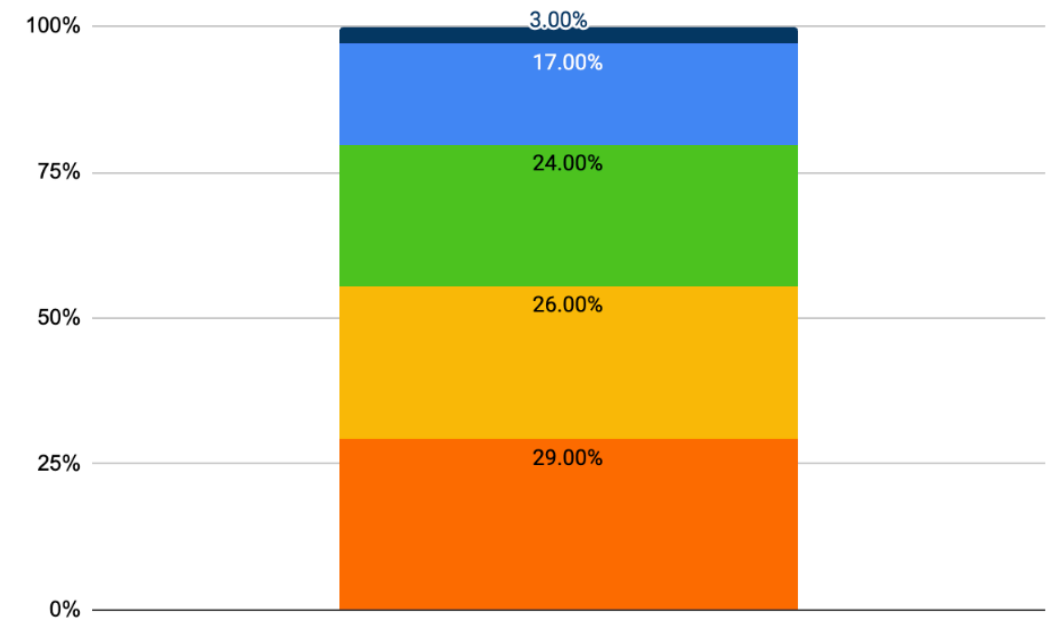
Two Rivers has adopted DC PCSB PMF as goals. Due to accountability system revisions, DC PCSB did not produce PMF results for SY 2023 – 24. However, Two Rivers completed both DC-CAPE testing and a comprehensive EL Education implementation review. The review provided a fuller picture of Two Rivers' performance. While Young Elementary scored 92/130 and both 4th St Elementary and the Middle School scored 98/130, there were strong results in the area of culture. The data identified instruction, specifically tier one and differentiated instruction, as the most significant areas for growth.

Two Rivers DC Cape Performance Levels

ELA Performance Levels



Math Performance Levels



Unique Accomplishments

Two Rivers hires next Executive Director

Belicia Reaves was named Two Rivers Executive Director beginning in SY' 23-'24. Belicia came to Two Rivers with a wealth of experience in leading schools and EL Education. Her first year focused on building crew and launching a 3-year strategic plan.

Two Rivers received 20 year charter renewal

Every 5 years, DC Public Charter School Board (DC PCSB) conducts a high stakes review of Two Rivers to determine whether the school's charter should be continued or revoked. During the SY 2023-2024 DC PCSB conducted the review. Following the review and draft presented to Two Rivers for feedback, DC PCSB Board voted to continue the school's charter.

School Leader Lab 2024 Leadership Cohort

Three of Two Rivers' school leaders (Ashley Stone, Derrick Miles, and McKenzie Baecker) earned a spot in the 2024 DC School Leader Lab cohort. This 18-month, cross-school program is dedicated to developing exceptional leaders in DC schools. Led by the School Leader Lab team and a distinguished adjunct faculty of national experts, they focus on antiracism, people, and academic leadership skills.

Greenhouse Executive Education Experience (E3) Fellowship Recipient

Executive Director Belicia Reaves was named a recipient of The Executive Education Experience Fellowship (E3) which develops high-performing school leaders and current executives with the key skills and competencies needed to lead strong teams as CMO CEOs/EDs. Fellows attend 6 or 10 intensive sessions with their cohort during the 2-year fellowship. These sessions focus on fellows' personal leadership journey, building their network of support and influence, leading with a lens on equity, and strategic management of their organization—the key executive skills of a successful ED. New EDs receive one-on-one expert leadership coaching on chief-level leadership skills from an experienced CMO ED. All fellows in Greenhouse E3 Fellowship Plus receive executive coaching in their first year. We are grateful to Education Forward DC for sponsoring Belicia in this opportunity!

Presentation at the National Association for the Education of Young Children Annual Conference

The National Association for the Education of Young Children (NAEYC) is a professional membership organization that works to promote high-quality early learning for all young children, birth through age 8, by connecting early childhood practice, policy, and research. At the 2024 NAEYC Annual Conference, three teachers (Shawntika Johnson, Sherrie Nesbitt, Talia Roth) and one leader (Molly France) presented a workshop titled Bringing Structured Language and Literacy to Life in our Public Preschool Program. This workshop showcased the work of our Early Childhood teachers to bring a play based structured language and literacy environment to our program.

EL Education National Conference Presenter

Stephanie Cade, co-planned a session with 4th Grade Math teacher Ashley Taliaferro to present at the EL National Conference in November 2023. The title of the session, A Year in the Math Life: Effective Practices to Close the Opportunity Gap was focused on strategies for closing the opportunity gap in mathematics, grounded in Core Practice 15: Teaching Mathematics and the NCTM (National Council of Teachers of Mathematics) Equity Principle: Affirming Math Identity. Participants examined key practices that deepen our understanding of high expectations, affirming and positively impacting math identity, and fostering strong mathematical communities. Participants followed the story of a student throughout the year, evaluating how these strategies gave them the necessary support to ensure equitable access to high quality mathematics instruction.

Using the lens of a student-hat problem solving experience, attendees identified how Core Practice 15 and the Equity Principles connect to actionable teacher moves they could take back to their school communities to increase math engagement and achievement.

Two Rivers hosts overseas delegations of school leaders, politicians, and advocates

Two Rivers has always welcomed opportunities to host visitors and to learn alongside them. This year, groups hailed from Buenos Aires, Beijing, and Singapore. They were eager to learn about charter school governance, project-based learning, and student engagement.

Two Rivers Board of Trustees approves strategic plan

In May, the Board of Trustees approved Two Rivers 3-year strategic plan. The plan focuses the three goal areas of:

1. Accelerate academic growth and achievement for all Two Rivers scholars through high-quality instruction

- A. Re-envision our approach to professional learning to be more differentiated for all staff and have a clear application in their work.
- B. Establish clarity and alignment around the Two Rivers co-teaching model.
- C. Improve extensions and interventions available to students in need of additional support.
- D. Provide targeted mentorship and coaching for school leaders.
- E. Strengthen instructional planning at the classroom level through the use of data.
- F. Revise Two Rivers' approach to educational partnership with families.

2. Strengthen the Two Rivers culture of crew to support our whole community.

- A. Design and implement a comprehensive framework for a positive school culture and climate that is grounded in crew and supports all students in achieving across EL Education's three dimensions of student achievement.
- B. Improve systems for talent management to ensure we are recruiting and retaining staff who are deeply connected and committed to our mission and core values.
- C. Ensure the Two Rivers school experience accessible to all members of the community.

3. Build sustainable operational and financial systems that will support the future of Two Rivers.

- A. Define and clearly articulate the values and elements of who we are and align core operational plans and resources.
- B. Conduct long-term financial goals and planning.

C. Codify and document network practices and procedures that align with staff handbook, charter, and compliance agencies.

D. Create dynamic school and network-wide data dashboards and associated routines to support progress monitoring, external engagement, and decision-making.

It is supported by two anchors:

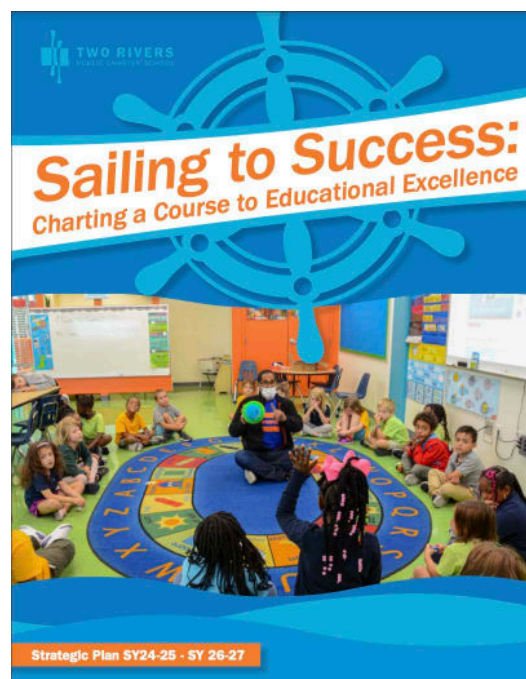
- Engage families as partners
- Establish a strong culture of data use

Middle school performs its 14th annual musical at Atlas Theater

Nearly forty members of cast and crew performed Willy Wonka, JR at Atlas Theater for sold out performances to classmates and community over two days. After performing on stage at Young Elementary School since 2015, Two Rivers returned to Atlas to reach a larger audience and to expose students to a professional theater experience.

Two Rivers Sharks win league championships

Two Rivers Middle School Sharks won league championships in co-ed soccer (fall and spring), girls basketball, and volleyball. The boys basketball were runners up. Congrats to all the Sharks and thank you to their fans on the successful seasons.



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 2023-2024 fiscal year:

Mariam Al-Shamma
Alignstaffing
ArentFox Shiff
Angela Bain
James Banta
Bridgette Behling
Gelsey Bennett
Frances Bicaldo
Bloomberg Philanthropies
Jason Bowers
Capitol Hill Community Foundation
Lina Cates
Allegra Chapman
Classics for Kids Foundation
Jennifer Congdon
Brian and Maya Connell
Patrick Connelly
Nicole Coomber
Lea Crusey and Jeb Ory
Garber Davidson
William Day
Jennifer DeCesaro
Alanna Dessouky
Madeline Dunsmore
Ami Dziekan
Kimberly Eddings
EDENS
EdOps
Education Forward DC
Sarah Edwards
Events DC
Alarik Fritz
Gamba Family Foundation
Brett Garson
Jennifer Garson
Katherine Gilles
LouAnne Glaccum
Ryann Glaccum
Mary Gornick and David Kasnevich
Anna Greenberg and John Delicath
Alice Greene
Allegra Hall
Faith Hall
Elizabeth Halliday
Aldwyn Hamilton
Eric Hansen
Elizabeth Harshaw
Robert Hershey
Hickok Cole
Emily Hildreth
Annemie Janssens
Jeanne Phil Meg Team at COMPASS

Michael Kaiser
Kaiser Permanente
William Kent Lavy
Amy Kovac - Ashley
Maurice "Rip" Landes
Law Office of Lauren Baum
Laura Lindamood
Andrew Lindner
Annamarie Lopata
Sarah Martin
Mary Miller
Shawn and Rebecca Harris Mulvaney
Michael Murphy
National Capital Bank
NFP
NoMa BID
NRP Group
Lisa Oksala
Emily Pappas
Amanda Parks
Bill and Sara Pelton
John Phillips
Press House
Jessica Proffitt
Norah Rabiah
Sarah Ranney
Lygeia Ricciardi and Eric Eversmann
Benjamin Robins
Justin Rydstrom
Sher "Beng" Salao
Brendan Saloner
Eli Schlam
Share Fund
Alison Sheehy
Erin Sheehy
Jennifer Sheehy
Michael Shenkman
Signal House
Ahnna Smith
Smith Dawson & Andrews
Aurora Steinle and Mike Lamb
Beth Gamba Steel
Jessica Stewart
Anya Stockburger
Studio Twenty Seven Architecture
Target Corporation
Gregg and Lisa Trembl
Sava Tshontikidis
Rose and Ian Walton
William Ward
Aswathi Zachariah

Appendix

Two Rivers Student Data Report

Enrollment Data					Student Attendance Data				
	LEA Name	Two Rivers PCS					4th Street	Young ES	MS
	Campus Name	4th Street	Young ES	MS	School	Total number of instructional days	178	178	178
PCSB	Ages served	PK3 - 5	PK3-5	6-8	PCSB	Suspension Rate	3.85%	3.17%	14.17%
PCSB	Audited Enrollment Total	390	378	254	PCSB	Expulsion Rate	0.0%	0.0%	0.0%
PCSB	PK3 Audited Enrollment	51	48		PCSB	Instructional Time Lost to Discipline	0.06%	0.04%	0.29%
PCSB	PK4 Audited Enrollment	49	48		PCSB	In-Seat Attendance	91.98%	91.04%	92.36%
PCSB	KG Audited Enrollment	52	44		PCSB	Midyear Withdraw-als	2.82%	2.38%	2.36%
PCSB	Grade 1 Audited Enrollment	52	52		PCSB	Midyear Entries	0.00%	0.0%	0.0%
PCSB	Grade 2 Audited Enrollment	51	52		PCSB	Promotion Rate	100%	100%	100%
PCSB	Grade 3 Audited Enrollment	52	51						
PCSB	Grade 4 Audited Enrollment	50	52						
PCSB	Grade 5 Audited Enrollment	33	31						
PCSB	Grade 6 Audited Enrollment			91					
PCSB	Grade 7 Audited Enrollment			77					
PCSB	Grade 8 Audited Enrollment			86					



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	15%	28%	33%
Average Teacher Salary	\$84,423		
Teacher Salary Minimum	\$66,173		
Teacher Salary Maximum	\$98,573		
Executive Salaries	\$181,000 \$161,473 \$153,784 \$139,486 \$126,549		

Teacher Gender Summary			
	4th Street	Young ES	MS
Female	85%	81%	38%
Male	15%	19%	57%
Not Specified	0%	0%	5%

Teacher Race Summary			
	4th Street	Young ES	MS
Asian	3%	9%	5%
Black or African American	53%	53%	48%
Hispanic or Latino	6%	6%	10%
Two or more races (Not Hispanic or Latino)	3%	0%	10%
White	35%	31%	29%

Teaching Experience			
	4th Street	Young ES	MS
0-4 years	35%	38%	24%
5-9 years	26%	25%	29%
10-14 years	24%	22%	24%
15+ years	15%	16%	24%

Instructional Staff Qualifications			
		BA	MA
4th Street	Assistant Teachers	45%	0%
	Lead Teachers	100%	53%
	School Administrators	100%	100%
	Operational School Support	0%	0%
Young ES	Assistant Teachers	13%	0%
	Lead Teachers	100%	44%
	School Administrators	100%	67%
	Operational School Support	33%	33%
Middle School	Assistant Teachers	33%	33%
	Lead Teachers	100%	52%
	School Administrators	100%	100%
	Operational School Support	50%	0%
Network	Student Related Service Providers	100%	100%
	Counselors	100%	100%

Non-Instructional Staff Qualifications		
	BA	MA
Network Leadership	100%	88%
Network Support	75%	25%



Two Rivers Staff Listing

Network Staff	
Belicia Reaves	Executive Director
Aqueelha James	Chief Academic Officer
Gail Williams	Chief Operating Officer
Aurora Steinle	Chief of Staff
Mary Gornick	Senior Director of Human Resources
Michelle Kimso	Executive Assistant
Jenna Umansky	Senior Director of Student Support
Khizer Husain	Senior Director of External Relations
Tai Carson	Director of STEM
Stephanie Cade	Director of Math (PS-3)
Molly France	Director of Literacy (PS-3)
Charlene DeSanges	Director of Humanities
Vanessa Walker	Director of Specialized Instruction
Kristal Graber	Special Education Compliance Manager
Genifer Salandy	School Psychologist
Karena Wilson-Plater	School Psychologist
Dawnyela Meredith	Director of Culture, Climate, & Equity
Aziza Temple	Development Manager
Yanci Flores	Communications Associate
Crystal Lewis	Director of Finance & Grants
Liz Riddle	Business & Finance Manager
Asia Bell	Registrar
Corinne Wilkerson	Data Manager
Erin Dow	Enrollment & Recruitment Associate
Ashley Strawser	Hiring Coordinator
Fatima Condon	Human Resources Associate
Tameka Faison	Director of Operations
Pretrece Smith	Technology Services Manager
Christopher Headecker	Food Service Manager
Tom Rhodes	Building Engineer
An Nguyen	Facilities Associate
Brandon Thomas	Facilities Associate

Non-Instructional School Based Staff	
Guye Turner	4th Street Elementary School Principal
McKenzie Baecker	4th Street Elementary School Assistant Principal
Ben Jacobs	4th Street Elementary School Campus Director of Special Education
Ashley Stone	Middle School Principal
Derrick Miles	Middle School Assistant Principal
Maggie Fatovic	Middle School Campus Director of Special Education
Megan DeRitter	Young Elementary School
Alison Cross	Young Elementary School Assistant Principal
Kimberly Colley	Young Elementary Campus Director of Special Education
Melanie Jacobs	Business Manager
Renata Montford	Front Desk Associate
Renea Fowler	Front Desk Associate
Anny De Los Santos	Front Desk Associate
Raquel Thompson	Front Desk Associate



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	PS	Matildha Choi
Steph Szakats	PK	LaTiller Wilson
Shawntika Johnson	PK	Pamela Dixon
Sha'Quale Davis	K	Derrick Brown
Jacquelyn Caruso	K	Beija McCarter
Tamela Odom	1	Allegra Hall
Ilana Narvanza	1	Sherrick Dunbar
Shawn Scileppi-Gonzalez	2	Janelle Gentiles
Faith Campbell	2	Khadeem Wynter
Chantel Ashwood	3	Derrick Epps
Tess Ross-Cal-lahan	3	Emely Aguilera
Osa Ogbebor	4	
Awaynie Wingate	4	
Rachel Taylor	5	
Anissa Moore	5	
Erica Perry	Assistant Teacher	

Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Hannah Rosen	PS	Terria Brooks
Shriram Chauhan	PS	Rukayat Idris
Rachell Richardson	PS	Jessie Watson
Maria Nye	PK	Monica Michals
Sherrie Nesbitt	PK	Cheryl Ouzts
Markysha Dickens	K	Jade Arguilar
Kate Moffett	K	DiAnna Stewart
Ann Seltzer	1	Trevon Evans
Emma Scheibel	1	Brishauna Garvin
Tyrone Ferrell	2	Kesha Jones
Brooke Patton	2	Kalila Watson
Janide Rene	3	Cassandra Levin
Jumoke Aremu	3	Jamesha Gaston
Ralph Ogundiran	4	
Delonna Gibbs	4	
Talika Newbon	5	
Ashley Taliaferro	5	
Lisa Green	Assistant Teacher & Floating Substitute	

Middle School Instructional Staff	
Shanda Talley	Language Arts
Carolina Riveros-Ruenes	Language Arts
Brooke Knapp	Language Arts
Blessing Oloniyo	Science
Ashley Reyes Watson	Science
David Frieble	Mathematics
Alan Bangura	Mathematics
Elliot Stryker	Mathematics
Demetrius McDade	Mathematics
Kenyatta Johnson	Social Studies
Chase Zaslannya	Social Studies
Neek Fant	NYU Resident Teacher
Lis Majano	NYU Resident Teacher
Anthony Fleming	Science
Diamond Crockett	Assistant Teacher
LaDonna Ferguson	Assistant Teacher
Beverly McClurry	Assistant Teacher
Jevana Cherry	Assistant Teacher



School Staff

Special Education Teachers	
Jazmin Heartfield	Alice Hale
Peter Gamber	Francine Perry
Liora Goemann	Lesley Riddick
Talia Roth	Teruko Garnett
Chavon Hyatt-Jackson	Amina Koroma
Chelsea Rivas	Karolyn Paige
Samantha Dillon	Katie Yule
Chelsea Rucco	Sasha Silverman
Zo Clement	Richard Ndubueze

Subject Specialists	
Allison Yood	Art- 4th Street Elementary/ Young Elementary
Ayesha Khwaja	Art- 4th Street Elementary/ Young Elementary
MyShia Cheatham	Art-Middle School
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
Amanda Silverstein	Music - 4th Street Elementary/ Young Elementary
Naysha Carrasquillo	Spanish - Middle School
Dilenia Dilone-Aberu	Spanish - 4th Street Elementary/ Young Elementary
Cody Encarnacion	Spanish - 4th Street Elementary
Claudia Cedillo	Spanish - 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	
Jasmine Washington	Student Support Counselor
Tiffanie Featherstone	Counselor
Leonardine Pacombe	Counselor
Indonesia Carter	Counselor
Taysue Morris	Counselor
David Gordon	Counselor Support Assistant
Liz LeBoo	Multilingual Learner Teacher
Ashley Geohaghan	Multilingual Learner Teacher
Savannah Broadbooks	Speech Language Pathologist
Sarah Petry	Speech Language Pathologist
Kendra Scott	Speech Language Pathologist
Lily Damico	Occupational Therapist
MK Crawford	Occupational Therapist
Marisa Corbett	Intervention Teacher
Da'yana Seagers	Intervention Teacher
Taneika Blackwell	Intervention Teacher



Board of Trustees

During the 2023-2024 school year, the Board of Trustees for Two Rivers Public Charter School was comprised of the following members:

Elle Carne*-Governance Committee Member

Ben Robins*-Finance Committee Member
Two Rivers Parent

Kimberly Eddings-Secretary

Ahnna Smith*-Academic Excellence Co-Committee
Co-Chair
Two Rivers Parent

Lauren Hamilton Edwards-Academic Excellence Committee Co-Chair

Elaine Hou-Academic Excellence Committee Member

Gregg Trembl*-Chair
Two Rivers Parent

Malik Husser*-Finance Committee Member

Cara Williams*-Finance Committee Member
Two Rivers Parent

Alvincent Hutson*-Governance Committee Member

John Phillips*-Development Committee Chair

Aswathi Zachariah*-Executive Committee Member
Two Rivers Parent

Dr. Derek Pierce-Academic Excellence Chair

Belicia Reaves, Executive Director-Ex. Officio

* Resident of the District of Columbia



Two Rivers Public Charter School

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:

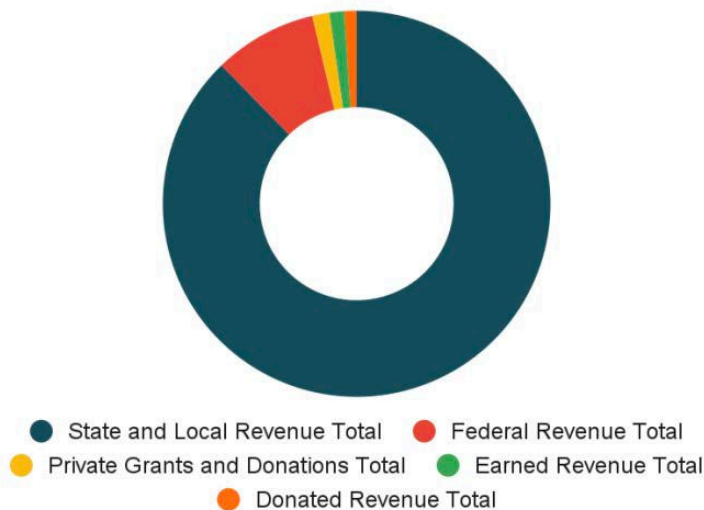
- Does this decision benefit our students?
- Does this decision make Two Rivers a better place to work?
- Is this decision fiscally responsible?
- Does this decision align with Two Rivers becoming an antiracist organization?

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 FY24 (the 2023–2024 school year) was \$28.2M. More than 85% of this revenue is derived from per-student funding through OSSE.

All Revenue by Category



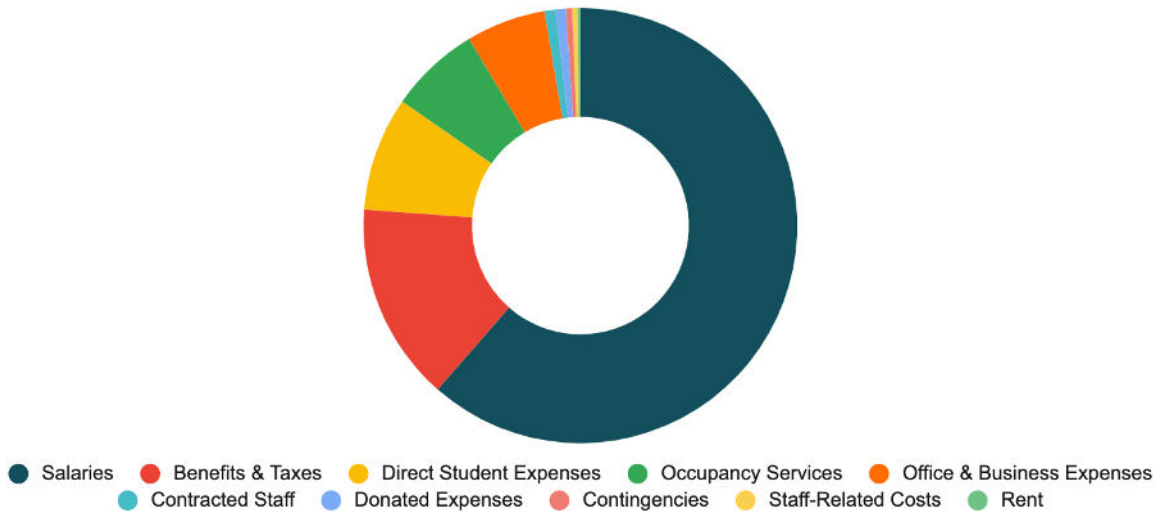
State and Local Revenue: Most of Two Rivers' revenue is dependent on the Universal Per Student Funding Formula, or UPSFF, which is administered by OSSE. Each year, the mayor's office sets a "foundation level" payment per student. For budgeting purposes, this revenue source is a part of "state revenue." Altogether, UPSFF revenue for FY24 was projected to be \$23.24M.

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. FY24 projected federal funding revenue was \$1.05M.

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. FY24 other revenue was about \$757K.

Expenses

In FY24, ordinary expenses were \$24,376,281 and extraordinary expenses were \$4,116,265. This totals \$28,492,546. These are the categories of ordinary and extraordinary expenses in Two Rivers' budget:



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 75% of all budgeted, ordinary expenses. Salaries totaled \$18.3M FY24.

Direct Student Expenses: This category of expenses totaled \$2.9M and includes student textbooks, expeditions, events, food service costs, classroom supplies, some contracted instruction fees, student field studies, 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 \$1.6M and included utilities, garbage removal, maintenance, repair, and janitorial services.

Centralized Office and Business Expenses: FY24, \$1.5M was expensed toward accounting services, authorizer fees (paid to the DC Public Charter School Board), business insurance, telecommunications, and related expenses.

Unaudited Income Statement Two Rivers

July 2023 through June 2024

Income Statement	Year-To-Date		
	Actual	Budget	Variance
Revenue			
Per-pupil allocation	14,792,598	15,038,047	(245,449)
Per-pupil SpEd alloc	4,090,597	3,492,874	597,722
Per-pupil SpEd ESY	186,132	277,870	(91,738)
Per-pupil LEP/NEP alloc	365,288	311,354	53,934
Per-pupil at risk	1,024,371	926,776	97,595
Per-pupil adjustment	(1)	0	(1)
Pandemic Supplement Fund	200,422	193,140	7,282
Per-pupil shortfall contingency	0	(228,542)	228,542
Per-pupil facility alloc	3,701,684	3,759,535	(57,851)
Other Local Revenue	1,694,469	20,000	1,674,469
Federal Revenue	1,385,653	1,051,527	334,126
Private Grants and Donations	270,607	352,662	(82,055)
Earned Fees	486,073	798,472	(312,399)
Total Revenue	28,197,893	25,993,716	2,204,178
Operating Expenses			
Personnel Salaries & Benefits			
Executive and Leadership salaries	1,680,242	1,674,530	(5,712)
Teacher salaries	3,444,420	3,478,124	33,704
SpEd salaries	1,520,972	1,845,358	324,386
ELL teacher salaries	191,572	175,196	(16,376)
Specials salaries	1,377,400	1,390,487	13,087
Substitute salaries	96,991	77,765	(19,226)
Teacher aides salaries	1,144,229	1,057,758	(86,471)
Student support salaries	1,561,677	1,725,759	164,081
Instr staff support salaries	375,551	453,291	77,741
Business and Operations salaries	1,477,825	1,475,303	(2,522)
Total Contracted Staff	1,123,652	401,000	(722,652)
Total Staff-Related Costs	148,885	91,500	(57,385)
Stipends and Bonuses	926,087	730,777	(195,310)
Benefits and Taxes	3,224,209	3,372,950	148,741
Total Personnel Salaries & Benefits	18,293,712	17,949,797	(343,915)
Direct Student Expense			
Educational Supplies and Textbooks	535,414	297,908	(237,506)
Student assessment materials	46,873	38,440	(8,432)
Contracted student services	1,415,229	1,109,660	(305,569)
Food service fees	529,809	540,000	10,191
Other Direct student expenses	407,832	250,000	(157,832)
Total Direct Student Expense	2,935,157	2,236,009	(699,148)
Occupancy Expense			
Rent	55,973	79,904	23,931
Utilities & garbage removal	585,785	456,000	(129,785)
Contracted building services	734,125	750,123	15,998
Maintenance and repairs	226,032	135,000	(91,032)
Janitorial supplies	15,499	0	(15,499)
Total Occupancy Service	1,617,413	1,421,026	(196,387)
General and Administrative Expenses			
Office supplies	131,340	146,500	15,160
Copier rental & services	18,908	32,000	13,092
Telephone & telecommunications	100,398	109,500	9,102
Postage, shipping, delivery	951	1,000	49
Business insurance	113,797	140,000	26,203
Authorizer fees	230,121	243,590	13,469
Legal, Accounting and Payroll	315,848	242,476	(73,372)
Computer support fees	302,478	289,181	(13,296)
Fundraising fees	41,699	100,000	58,301
Other professional fees	185,518	120,500	(65,018)
Other General expenses	88,943	27,038	(61,905)
Total General and Administrative Expenses	1,530,000	1,451,785	(78,215)
Contingency			
Total Contingency	0	100,000	100,000
Total Operating Expense	24,378,281	23,158,617	(1,217,664)
Extraordinary Expenses			
Interest	1,859,847	1,861,284	1,438
Depreciation and Amortization	2,256,418	2,275,591	19,173
Total Extraordinary Expenses	4,116,265	4,136,875	20,611
Total Expenses	28,492,546	27,295,493	(1,197,053)
Net Income	(294,653)	(1,301,777)	1,007,124
Cash Flow Statement			
Net Income	(294,653)	(1,301,777)	1,007,124
Cash Flow Adjustments			
Total Add Depreciation	2,256,418	2,275,591	(19,173)
Total Operating Fixed Assets	(237,001)	(256,550)	19,549
Total Buildings	(645,750)	(674,486)	28,736
Total Other Operating Activities	768,587	12,326	756,261
Total Financing Activities	24,188	24,188	0
Total Per-Pupil Adjustments	0	1	(1)
Total Restricted Equity	18,260	0	18,260
Total Unrestricted Equity	(18,260)	0	(18,260)
Total Facilities Project Adjustments	(764,046)	(628,331)	(135,715)
Total Restricted Cash	651,374	674,486	(23,112)
Total Cash Flow Adjustments	2,053,771	1,427,225	626,546
Change in Cash	1,759,118	125,448	1,633,670

Two Rivers Public Charter School Balance Sheet (UNAUDITED)

As of June 30, 2024

BALANCE SHEET (Unaudited)		June 30, 2024
ASSETS		
Current Assets		
Total Cash		11,536,971
Total Accounts Receivable		295,236
Restricted Cash		2,769,669
Total Other Current Assets		392,685
Total Current Assets		14,994,561
Non Current Assets		
Facilities, Net		39,018,651
Operating Fixed Assets, Net		514,151
Total Non Current Assets		39,532,802
TOTAL ASSETS		54,527,363
LIABILITIES AND EQUITY		
Current Liabilities		
Total Accounts Payable		547,206
Total Accrued Salary and Benefits		560,774
Total Other Current Liabilities		861,833
Total Current Liabilities		1,969,813
Long-Term Liabilities		
Senior Debt		43,740,678
Other Long-Term Liabilities		(936,139)
Total Long-Term Liabilities		42,804,539
Total Liabilities		44,774,352
EQUITY		
Unrestricted Net Assets		9,744,404
Net Income		(294,653)
Temporarily Restrict Net Asset		303,260
Total Equity		9,753,011
TOTAL LIABILITIES AND EQUITY		54,527,363

Two Rivers Public Charter School Approved FY '25 Budget

REVENUE	
State and Local Revenue	26,746,511
Federal Revenue	1,103,020
Private Grants and Donations	285,000
Earned Fees	382,720
Revenue Total	28,517,251
EXPENSES	
Operating Expenses	
Personal Salaries and Benefits	
Executive and Leadership salaries	1,754,120
Teacher salaries	4,005,231
SpEd salaries	2,208,960
ELL teacher salaries	199,004
Specials salaries	1,545,077
Substitute salaries	82,320
Teacher aides salaries	1,393,560
Student support salaries	2,035,978
Instr staff support salaries	419,764
Business and Operations salaries	1,495,809
Contracted Staff	500,000
Staff-Related Costs	154,500
Benefits	3,770,570
Stipends and Bonuses	538,885
Personal Salaries and Benefits Total	20,103,778
Direct Student Expense	
Educational Supplies and Textbooks	299,780
Student assessment materials	35,000
Contracted student services	960,000
Food service fees	560,000
Other Direct student expenses	354,000
Direct Student Expense Total	2,208,780
Occupancy Expense	
Rent	55,972
Utilities & garbage removal	570,000
Contracted building services	810,000
Maintenance and repairs	220,000
Occupancy Service Total	1,655,972
General and Administrative Expenses	
Office supplies	135,000
Copier rental & services	40,000
Telephone & telecommunications	115,000
Postage, shipping, delivery	1,000
Business insurance	150,000
Authorizer fees	268,206
Legal, Accounting and Payroll	424,200
Computer support fees	315,000
Fundraising fees	65,000
Other professional fees	220,000
Other General expenses	81,028
Unforeseen expenses	50,000
General and Administrative Expenses Total	1,864,434
Extraordinary Expense	
Depreciation and Amortization Total	2,390,284
Interest Total	1,844,034
Extraordinary Expense Total	4,234,318
TOTAL EXPENSES	30,067,282
NET INCOME	(1,550,031)