TWO RIVERS PUBLIC CHARTER SCHOOL



Annual Report
SY 2025-2026

Elle Carne
Chair, Board of Trustees

1227 4th Street NE, Washington DC 20002 I 202.546.4477
www.tworiverspcs.org

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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, committed group of DC parents, Two Rivers uses EL Education, an educational model that emphasizes interactive, hands-on, project-based learning. The school focuses on the whole child, recognizing the importance of character education and children's social-emotional needs while helping them achieve academic excellence.

The Two Rivers community strongly believes all children can learn and achieve at high levels. Our rigorous, standards-based curriculum challenges students to think critically, collaborate, and apply knowledge in meaningful ways. Enriched by an integrated arts program and a content-based Spanish program, students experience a well-rounded education that honors creativity, culture, and inquiry. These elements come together through learning expeditions that engage students in deep, interdisciplinary study and culminate in learning journeys, our celebrations of learning, where students showcase their understanding, reflect on their growth, and demonstrate how their classroom learning connects to the real world.

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, using authentic, compelling literature and informational texts, along with 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 utilizes Bridges Math and Number Corner from the Math Learning Center in the elementary grades, as well as Illustrative Math in the middle school. The emphasis in these programs is not on teaching specific algorithms to solve problems, but rather on guiding students through a process of exploration of mathematical ideas and introducing them to multiple methods of problem-solving. Through this approach, students develop a greater level of understanding of the mathematical concepts and thus fully comprehend not

only how to use an efficient algorithm, but also why it works. In addition to building students' conceptual understanding of math, Two Rivers also develops students' efficiency with numbers and computation. Through regular, focused time to build speed and proficiency, students can better access the foundational mathematical skills they need to 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 readiness for more advanced mathematics.

Curriculum modules, a component of EL Education, are the primary instructional vehicle for social studies and science learning at the elementary level. EL Education is based on the tenet that studying something in depth helps 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 align with the school's mission and its instructional and character development programs. In middle school, students experience mini-expeditions through our EL Language Arts Curriculum, along with targeted instruction in science and social studies through Amplify Science and TCI, respectively.

To fulfill its mission, Two Rivers believes students need more than the core content and basic skills of a traditional school curriculum. Students need to develop skills in critical thinking, problem-solving, collaboration, communication, and character, 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 complex problems 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 students can build character skills that help them access deeper learning. Character represents the intrapersonal skills necessary for success. Character involves monitoring and directing 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 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 this way highlights how individuals feel and think about themselves, both as learners and, more broadly, as people.

Collaboration and communication are essential interpersonal skills that enable people to work effectively with one another. Both collaboration and communication involve reading the many verbal and nonverbal cues we use to communicate our ideas and emotions. People need to learn to build shared understanding, negotiate outcomes, and cultivate trust in order to work together to solve problems that no one can solve alone.

To help students understand and define character, Two Rivers developed **five "scholarly habits,"** which they share with students, discuss frequently, and use to create a shared language for these sometimes hard-to-define traits. Two of the five habits speak directly to character, while one scholarly habit bridges character with 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. Additionally, effective self-management entails 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 and Family Involvement

At Two Rivers Public Charter School, we believe families are essential partners in our students' success. Across our three schools—4th Street Elementary, Young Elementary, and the Middle School—we create opportunities for families to engage in their children's learning, build community, share their voices, volunteer, and contribute to the Two Rivers experience.

The Family School Association (FSA) provides a formal structure for family leadership and partnership across the network. Previously known as the Parent School Association, the FSA supports the education of Two Rivers students by fostering positive relationships among families, staff, school administration, and trustees.

The FSA's primary goals are to:

1. Build community within and across campuses
2. Ensure families are key partners in their children's education

All Two Rivers parents and guardians are automatically members of the FSA, with opportunities to vote, serve in leadership, and contribute to the school community. Room parents also help strengthen connections among families, classrooms, and school teams.

Family engagement extends across many aspects of school life, including family conferences four times a year, semesterly Celebrations of Learning, academic and community events, staff appreciation, volunteer opportunities, community service, advocacy, and ongoing communication and partnership with school staff. We also work to ensure that all families have meaningful access to engagement opportunities by providing language access and interpretation support, including ASL interpretation and translation services.

Together, these efforts reflect Two Rivers' commitment to ensuring families feel welcomed, heard, valued, and empowered as partners in their children's education and in our school community.



Performance and Progress

The Mission in Action

Now in its 22nd 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, beyond the core content and basic skills schools have traditionally taught, students need more to succeed. 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 lifelong 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 Celebrations of 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 remain an important part of the Two Rivers middle school experience and 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 ask probing questions and encourage students to discuss their strengths, areas for development, and growth over time through revision. Students must pass the Passage Portfolio before they are promoted. This process requires students to set high expectations intentionally. If students fail within this structure, they are afforded multiple opportunities to learn and grow.

Academic Achievement

In School Year (SY) 2025-26, DC-CAPE data revealed several key insights into student performance at Two Rivers. In the elementary grades, 30% of students scored a 4 or higher in ELA, meeting or exceeding expectations and indicating they are on or above grade level. Similarly, 27% of elementary students scored a 4 or higher in Math. Additionally, 49% of elementary students scored a 3 or higher in ELA, and 47% in Math, approaching grade level, which means they are approaching grade level in both ELA and Math.

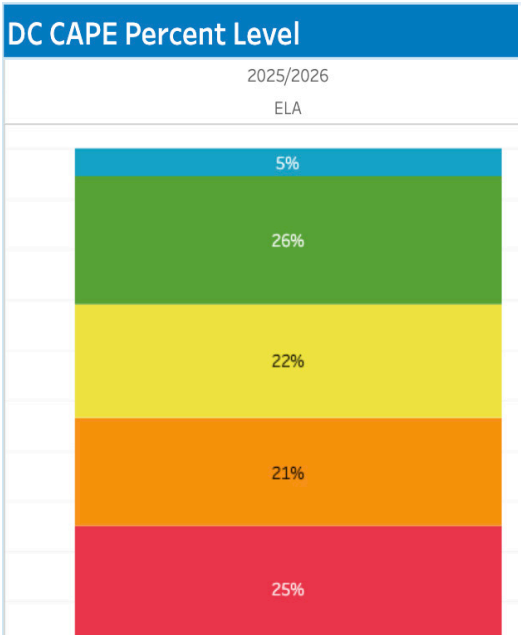
At the middle school level, 33% of students scored a 4 or higher in ELA, and 16% did so in Math, indicating they are on or above grade level. Meanwhile, 59% of middle school students scored a 3 or higher in ELA, and 34% did so in Math, showing they are approaching grade level. This data highlights significant opportunities for Two Rivers to implement targeted interventions and supports to increase the percentage of students performing at or above grade level.

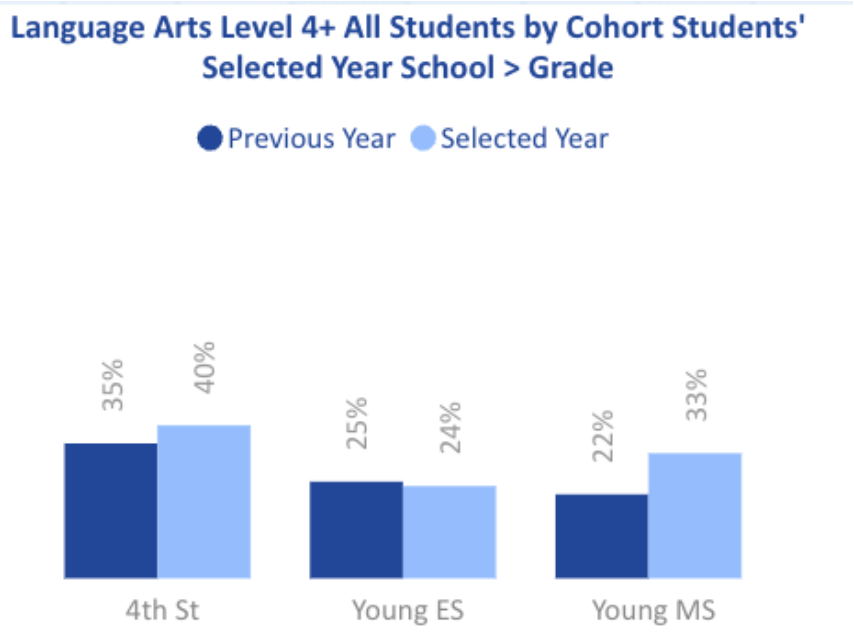
During SY 2025-26, Two Rivers completed both DC-CAPE testing and a comprehensive EL Education implementation review. The review provided a fuller picture of Two Rivers' performance. While Young Elementary scored 91/130, 4th St Elementary scored 82/130, and the Middle School scored 105/130, there were 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 has adopted DC PCSB's Annual School Performance Index Report & Evaluation (ASPIRE) as its goals and academic achievement expectations. DC PCSB will publicly report the school's performance on ASPIRE annually.

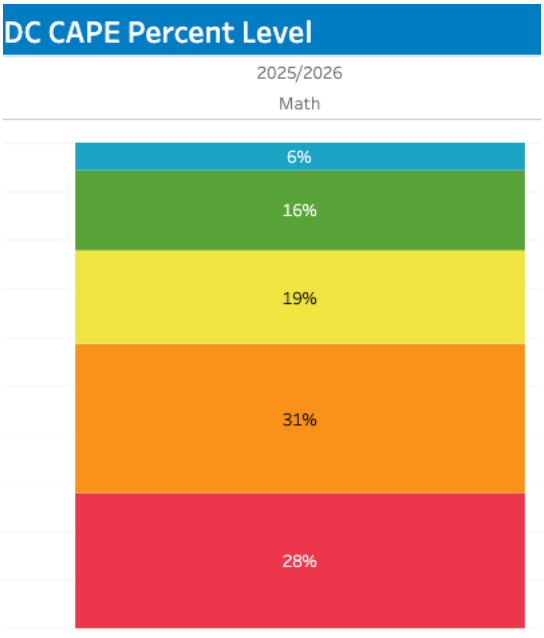
Two Rivers DC Cape Performance Levels

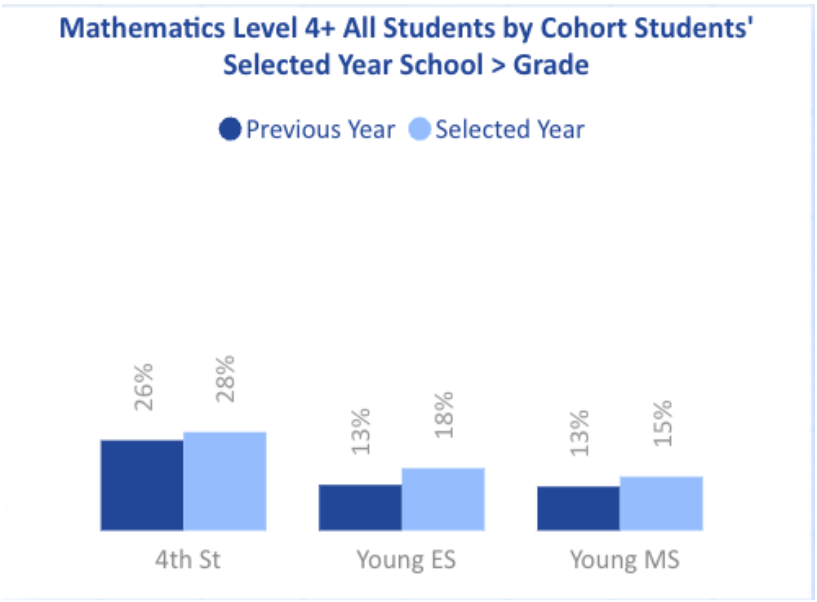
ELA





Math







Unique Accomplishments

Community-Based Partnership with Prevention of Blindness Society

Through a new partnership providing no-cost vision services, 42 students across Two Rivers' network received comprehensive eye exams. Of those screened, 36 students were identified as having vision impairments and selected two pairs of prescription glasses at no cost to their families. The glasses arrived in time for most students to use during CAPE assessments, helping them fully engage and perform at their best. By removing a significant barrier to learning, this initiative has had an immediate impact on student achievement and well-being. Given the success of this partnership and its positive outcomes for students, Two Rivers will continue working with this provider to expand access to vision care and support across our network.

Structured Language and Literacy Fellowship approved as an OSSE Structured Literacy Training

With the support of a generous $25,000 grant from the Gamba foundation, Two Rivers launched a Structured Language and Literacy Fellowship to support teachers in learning and lifting Structured Literacy structures and principles in ELA instruction. Eleven teachers participated in fifty hours of learning around phonics, reading comprehension, and writing instruction. OSSE has reviewed the contents of this training and approved it as a Structured Literacy Training to meet the requirements of the DC Council Legislation "Structured Literacy Action Plan Act of 2022".

Building our Capacity to Meet the Needs of Students with Disabilities

At Young Elementary, there has been a deliberate investment in building the capacity of educators to meet the needs of students with disabilities. To date, six staff members have completed the KIPP Special Education Fellowship, and two additional staff members are registered to participate, expanding expertise across our school. This professional learning equips educators with the knowledge and instructional strategies needed to accelerate student learning, strengthen inclusive practices, and close achievement gaps within the classroom.

Strengthening Instruction Through Collaborative Department Meetings

During the 2025–2026 school year, Two Rivers launched biweekly department meetings for all middle school core content teams—English Language Arts, Mathematics, Science, and Social Studies—to strengthen instructional collaboration and improve student outcomes. These dedicated meetings provided an opportunity for teachers to analyze student data, share instructional best practices, strengthen curriculum implementation, and practice high-impact instructional strategies. The structure fostered greater collaboration across grades and supported continuous improvement in teaching and learning. This collaborative approach contributed to gains in English Language Arts, with students exceeding the annual growth goals established in the TRMS work plan.

Content Specific Department meetings reinforced the value of structured professional collaboration and will continue next year with an even greater emphasis on data-driven planning, instructional refinement to accelerate student achievement.

MTI Certified Workplace Mediator

Fatima Condon and Sade' Seward completed the MTI Certified Workplace Mediator and Trainer in Conflict Resolution program through the Mediation Training Institute at Eckert College.

Ongoing Assessment to Improve Math Progress

Over the course of the 2025-2026 school year, K-5 math teachers were introduced to math progressions of skill for different types of mathematical reasoning: additive, multiplicative, fractional, and base ten numeracy progression from the Ongoing Assessment Project (OGAP). Teachers increased the amount of student work they reviewed to determine instructional next steps for students in different levels of understanding. Students were able to progress whether they were approaching, meeting, or exceeding grade level expectations.

Race and Equity Work

All staff members met in small groups approximately 10 times throughout the year to engage in the ongoing work to raise racial, cultural, and economic identity awareness.

Mental Health Awareness Month

The Mental Health Team launched a month-long initiative in recognition of Mental Health Awareness Month, observed each May. The initiative aimed to raise awareness, reduce stigma, promote self-care and well-being, encourage meaningful connections, and reinforce the message that mental health matters. Each week featured a specific theme, accompanied by activities designed to engage and support the community.

Week 1: Self-Worth and Inner Strength

Week 2: Rest, Boundaries, and Balance

Week 3: Growth, Progress, and Resilience

Week 4: Community, Joy, and Connection

Below is a list of the activities that occurred throughout the month:

Mindfulness Monday: The team issued a weekly newsletter designed to increase awareness and support well-being, both professionally and personally. Each newsletter included practical tips, helpful resources, coping strategies, positive affirmations, and mental health facts and statistics.

Mental Health Resource Table: The Mental Health Team hosted a resource table during dismissal at each school to increase awareness and connect with the school community. Each table featured tangible resources, including informational brochures, emergency crisis hotline information, and a variety of mental health awareness accessories. Several clinicians were present at each location to engage with parents, students, and staff, answer questions, and provide support. The initiative emphasized visibility, reducing the stigma surrounding mental health, fostering meaningful connections, and strengthening a sense of community.

Poster Showcase: Positive Affirmation Coloring Posters were displayed at each campus, providing students with the opportunity to contribute throughout the month. This collaborative activity served as a visible daily reminder to promote self-compassion, confidence, and positive self-talk while fostering emotional regulation and resilience. By engaging with affirming messages, students were encouraged to challenge negative thoughts and develop a more positive mindset. The completed posters were revealed during the final week of May at each campus community meeting, celebrating the collective efforts of the school community and reinforcing the importance of mental wellness.

Professional Learning: The Mental Health Team facilitated professional learning focused on fostering a strong sense of belonging and creating a meaningful opportunity for connection, joy, and encouragement throughout the school community.

Mental Health Awareness Spirit Week: To promote joy and strengthen community connections, the team implemented a series of engaging daily themes, including Your Future Is Bright, Team Up, Green for Growth, and Fitness Friday.

Special Educators Pilot a Peer-Led Professional Learning Community

This year, special educators and interventionists voluntarily launched a pilot Professional Learning Community, creating space for them to take ownership of their own professional growth in a truly meaningful way. Together, they led a collaborative learning cycle focused on best practices for high-quality feedback and student-led progress monitoring — researching and sharing articles, facilitating discussions, and co-creating their own criteria for success.

Throughout the year, they implemented new instructional practices, tracked their progress, and shared their learning with one another every step of the way. The experience culminated in a celebration of adult learning, where participants presented conference-style to a community of peers — highlighting the best practices they had developed, refined, and made their own.

Special Education Collaborative Partnerships

Two Rivers is excited to announce a transformative partnership between the Special Education Program at Two Rivers and Howard University's Department of Communication Sciences and Disorders. This collaboration will provide an invaluable opportunity for graduate students to offer their services to the students, all while being supervised by Two Rivers' certified speech and language pathologists. As the demand for speech and language support continues to grow, this initiative not only enhances the resources available to our students but also does so at no additional cost to Two Rivers. Together, Two Rivers is dedicated to fostering an inclusive educational environment where every student can thrive.

Clinical Psychology Externship Training

Two Rivers continued its partnership with The Chicago School of Professional Psychology by welcoming three new doctoral candidates for a clinical psychology externship for the 2025- 2026 school year. The clinical psychology externship provided high-quality learning and supervision to future practitioners. The year-long training program focused on skill development, consultation, cultural competence, and ethics. Externs developed foundational skills in psychological assessments and therapy by engaging in hands-on experiences to integrate theoretical learning with clinical experiences. Upon completion, externs were able to demonstrate developmentally appropriate skills in diagnosing, assessing, and developing case conceptualizations and treatment plans.

The externs served as a vital support to the mental health department and Two Rivers community. The externship increased capacity for individual services, therapeutic groups, targeted interventions, and crisis management, allowing us to reach more students in need.

Driving Excellence: Special Education Performance & Compliance Success

The Two Rivers Special Education Department is proud to celebrate a year of exceptional growth and sustained excellence as reflected in the SY23-SY24 OSSE Special Education Performance Report (SEPR). The team achieved a milestone 100% Parent Engagement rate (a 15-point increase) and significantly expanded their Child Find enrollment for students ages 3-5. Additionally, they successfully increased the reevaluation timeliness rate 91% to 96% ensuring students receive timely access to essential services. While driving these improvements, Two Rivers remained Compliant in all other OSSE categories, including Significant Disproportionality (by Race, Ethnicity, and Disability) and Significant Discrepancy in Discipline, reaffirming our commitment to equity and operational excellence, which is approaching a “Leading” from a “strengthing” rating for the LEA.

DC Math Challenge!

Tymus Bukasa, a fourth-grade student at Young Elementary, won 1st place in the 4th Grade Division of the DC Math Challenge! Congratulations, Tymus!

Empowering Inclusion: Transformative Professional Learning in Special Education at Two Rivers

Two Rivers Special Education Department has achieved a remarkable milestone by securing scholarships for the dedicated educators to participate in transformative professional learning sessions with their partner organization, Escuelita, at DC Bilingual. This invaluable opportunity focused on reimagining inclusion in special education programming and cultivating high-impact teaching strategies. Our teachers not only gained insights into best practices but also actively integrated these innovative approaches into their everyday teaching methods. As a result, there has been a significant increase in student achievement among the special education population, while simultaneously enhancing the coaching skills of our educators. This initiative exemplifies the commitment to fostering an inclusive and effective learning environment for all students at Two Rivers.

Opening Doors: Scholarships for Deaf and Hard-of-Hearing Children

Two Rivers Special Education Department proudly partners with the Kendall Demonstration School (KDES), a private institution dedicated to serving deaf and hard-of-hearing children and their families. Through this collaboration, a groundbreaking scholarship program was launched that provides one fully funded scholarship for a student who is deaf. This partnership and scholarship helped students and families to gain access to specialized educational resources and services for students who are deaf and hard of hearing.. This initiative not only enhances educational opportunities for students but also fosters a nurturing environment where they can thrive alongside their peers alike. By bridging resources and creating an inclusive community, Two Rivers and KDES are committed to empowering every child and their families, ensuring that they gain the skills and confidence needed to succeed both in and out of the classroom.

Partnership with DC Tutor and Mentoring Initiative

This year, Two Rivers partnered with DC Tutor and Mentoring Initiative. Thirteen volunteers served over 100 hours in math and ELA SAILing and LAB time at all three schools. Two Rivers is grateful for this new partnership.

Celebrating Remarkable Growth: Empowering Students with Unique Learning Needs

At Two Rivers Middle School, exceptional achievements of our students with unique learning needs were celebrated, including those with IEPs and English Development Learners (EDLs). Through tailored instruction and dedicated support, these students have made remarkable double-digit gains in Math and ELA on the MAP assessments across all grade bands. Their inspiring progress reflects not only academic growth but also increased confidence and engagement. These accomplishments highlight our commitment to an inclusive environment where every student can succeed.

Empowering Academic Success: Celebrating Gains of English Development Learners

Two Rivers elementary schools highlight the outstanding accomplishments of our English Development Learners (EDLs) who have achieved impressive gains on MAP in ELA and Math and showing proficiency on ACCESS testing. Through effective interventions, push-in support, and collaborative co-teaching strategies, we have created an environment that fosters language development and academic success. Our dedicated educators work hand-in-hand to provide tailored instruction that meets the diverse needs of our students. The remarkable progress celebrated exemplifies the transformative power of teamwork and inclusive practices, empowering EDLs to thrive in their learning journey.

Two Rivers is Awarded the 2025–2026 OSSE Key Grade Immunization Compliance Award

Two Rivers Public Charter School received the 2025–2026 OSSE Key Grade Immunization Compliance Award in recognition of their commitment to student health and wellness. This annual award recognizes schools that achieve at least 95% immunization compliance in the District's key grades—Pre-K 3, Kindergarten, 7th grade, and 11th grade—by February 28. Earning this distinction reflects the dedication of families, Health Suite team, enrollment staff, and school leaders who work together to ensure students are protected against vaccine-preventable diseases and ready to learn. This achievement underscores Two Rivers' commitment to maintaining a safe, healthy learning environment where every member of our community can thrive.

Crisis Intervention and Response

During the 2025–2026 school year, the Mental Health Team completed 42 risk assessments to support students experiencing mental health crises. In response to an increase in students identified as being at risk for suicide or engaging in self-harming behaviors, the team provided suicide prevention education to students in grades 6–8 across three instructional sessions. The team utilized the Signs of Suicide (SOS) curriculum, an evidence-based youth suicide prevention program designed to increase awareness, promote help-seeking behaviors, and reduce stigma.

To further strengthen the school's crisis response efforts, several members of the Mental Health Team completed the Responding to Suicide Risk in Crisis Situations training through the Department of Behavioral Health Institute, enhancing their knowledge and skills in responding to students at risk of suicide.

Prevention of Sexual Misconduct, Sexual Abuse, and Child Abuse

In April 2026, the Director of Mental Health and Lead Counselor provided parents with the required annual training on recognizing, preventing, and discussing child abuse and sexual misconduct.

Two Rivers Compliance Calendar

Each year compliance requirements of Charter Schools grow in both quantity and scope. These requirements branch multiple stakeholder institutions and require vastly different data elements to be validated and/or submitted. In order to meet the demands of this heavy lift, Two Rivers created a centralized Compliance Calendar/Tracker that identifies both the owners and deadlines for the nearly 250 compliance tasks due within a single school year.

Pulse of the Shark Newsroom

Two Rivers proudly launched Pulse of the Shark Newsroom, a hub that captures the sweetest, most formative, and deeply reflective moments at Two Rivers. Through stories about our schools, alumni, and community, readers have the opportunity to learn more about what makes Two Rivers unique and the lasting impact the school continues to have in countless ways. We invite you to check it out here.

Two Rivers Comes Through to Support Community

The Federal Government Reductions in Force (RIF), increased inflation due to tariffs, and ICE activity put families and some staff in peril. Two Rivers established and stocked food pantries on both campuses. Thanks to the support of the entire community, families were afforded dignified opportunities to "shop" the pantries that left them feeling supported and not ashamed.

Two Rivers Awarded the OSSE SEL Microgrant

Two Rivers Public Charter School was awarded the OSSE School Climate Enhancement Microgrant to strengthen our network-wide approach to social and emotional learning (SEL). This grant will support the efforts to use student, family, and staff data to enhance a sustainable, school-wide SEL framework that promotes belonging, well-being, and positive school culture. By leveraging data-informed strategies, Two Rivers will continue to improve school climate, strengthen relationships across our community, and ensure every student is supported academically, socially, and emotionally. This award reflects our ongoing commitment to creating learning environments where every member of our crew can thrive.

Teaching from a "Full Tank" and Promoting Teacher Wellness

In January 2026, the Director of Mental Health and Lead Counselor facilitated professional learning for the New Teachers Cohort (NTC). The presentation focused on prevention and proactive classroom strategies that support the well-being of both teachers and students. The learning targets included: "I can define teacher burnout and identify how prevention strategies reduce burnout", " I can recognize and accept different parts of myself to foster resilience" and " I can identify why prevention belongs in the classroom".

Temple University College Visit

During the 2025-2026 school year, a select group of 7th-grade students were chosen to participate in a college visit to Temple University in Philadelphia, Pennsylvania. Students were selected through a competitive application process in which they were required to write an essay explaining why they should be chosen for this opportunity. Selection was based on the strength of their applications, including their demonstrated interest in higher education, academic commitment, and thoughtful responses.

Sense of Belonging

A 5th-grade student came to Two Rivers with an educational experience of spending most of his day in the hallways at his previous school rather than in the classroom. He started off by pushing boundaries to avoid work. The teaching team recognized that there might have been barriers to his accessing his learning. Through starting the AED process, it was found that he qualified for educational supports. In March, the student was in academic discourse with his peer while using text evidence. He was confidently reading passages and stating why he picked that quote. Through the sense of belonging and giving access, this rising 6th grader had the opportunity to be an owner of his own education.

Captain's Club

This year, 4th Street Elementary launched Captains Club, a new student leadership and mentorship program designed to support students in developing positive habits, leadership skills, and a stronger connection to our school community. Students met regularly after school and participated in service-learning projects and team-building activities.

Captain's Club provided students with meaningful opportunities to practice Two Rivers' Scholarly Habits, build relationships with peers and staff, and see themselves as leaders. From school beautification projects to collaborative challenges, students demonstrated growth in responsibility, teamwork, and pride in their community, making Captain's Club a unique and impactful addition to the 4th Street Elementary experience.

8th Grade Passage Portfolio Success

Two Rivers Middle School is proud to celebrate the success of our 8th Grade Passage Portfolio presentations. During the first round, 70 of 80 students presented their portfolios, and 66 students (94.2%) successfully met the requirements to pass. This exceeded the school goal of an 80% first-round pass rate and reflects the hard work of our students, the dedication of our teachers, and the collaborative support of our school leaders. This accomplishment highlights our commitment to preparing students to confidently demonstrate their learning, growth, and readiness for high school.

Third Grade Students Create Community Mural

Third grade students had the exciting opportunity to collaborate with renowned artist Joel Bergner on Tomorrow in Our Hands, a vibrant mural now featured at Swampoodle Park, just a few blocks from the 4th Street Elementary campus. Through this hands-on artistic experience, students contributed their creativity and ideas to a project that celebrates community, hope, and the future. They were proud to see their work become part of a public artwork that will be enjoyed by neighbors and visitors for years to come.

Elementary School One Act Festival

In December, Two Rivers produced its inaugural One Act Festival. Second through fourth grade students from both the Young and 4th Street schools performed shows on the Young Elementary stage for friends, families, and the wider community. Assisted with audio support provided by Middle School students, the production showcased the talents of over 50 students who took on the performance and production requirements resulting in an enjoyable evening of community theatre.

Executive Director featured on Bold by Choice Podcast

Two Rivers Executive Director Belicia Reaves was featured in Bold by Choice Podcast, hosted by Vashaunta Harris and Jim Goenner of the National Charter Schools Institute. The title of the podcast is Not Passengers, Crew can be found here. In this episode, she shares more about the work happening at Two Rivers and the impact students, staff, and community are making every single day. Two Rivers is proud to see the mission and community highlighted in such a meaningful way.

DC Alliance Executive Committee

Two Rivers is proud to announce that Executive Director Belicia Reaves has been appointed to the Executive Committee of the DC Charter School Alliance. This appointment recognizes Belicia's exceptional leadership and her unwavering commitment to advancing high-quality public charter education for students across the District. In this role, she will help shape the strategic direction of the Alliance while advocating for policies and partnerships that strengthen charter schools and expand opportunities for all students.

GreenHouse E3- Robert W. Bell Award Winner

"The Robert Bell Award is named in honor of one of our Cohort 1 fellows, Robert Bell—"

a leader whose presence, generosity, and deep commitment to others left a lasting imprint on this fellowship

Robert represented what this experience is truly about—

leading with authenticity, joy, and a deep commitment to connection and community.

Each year, this award is selected by the cohort to recognize a fellow who embodies that same spirit—

someone who brings people together, shows up fully as themselves, and helps move others—and the community—forward

And here is what Cohort 6 had to say about this year's recipient:

"'This person is not only kind, but shows up authentically at each convening, in every conversation, and walks the talk in their leadership. They advocate for what they believe, push to make experiences better for others, and jump in to do the work when necessary. I'm grateful to have shared this experience with them.'"

"This individual embodies the very heart of what it means to be a Robert Bell Award recipient. They are the glue that helps bind our cohort, fostering genuine connections and ensuring no one feels left behind. Leading with unwavering authenticity, they create a safe space for vulnerability and honesty, which empowers others to do the same. They consistently push our conversations toward deeper meaning, bravely addressing hard truths to guide us toward collective growth. They are a fierce advocate for their students, championing their voices and ensuring every perspective is valued. Through their constant presence, energy, and deep commitment, they truly embrace the spirit of Greenhouse E3.'"

This year's Robert Bell award winner was Two Rivers' Executive Director: Belicia Reaves!

Co-teaching with Assistant Teachers

This year, a co-teaching team at Young Elementary worked closely to intentionally push to demonstrate that strong, effective co-teaching between a lead teacher and assistant teacher is not only possible, but highly impactful for student learning. Being purposeful about ensuring both voices were present throughout instruction by using a variety of co-teaching structures, including parallel teaching, strategic small groups, one teach/one support, and intentional in the moment facilitation during whole group discussions. The team regularly planned together, analyzed student data, and leveraged each other's strengths to create responsive instruction that met the needs of all learners. This collaborative approach allowed them to provide more targeted interventions, differentiated support, and immediate feedback, especially for students with IEPs. As a result, the class saw significant student growth. Every student with an IEP moved out of the red in math, and in ELA, 2 out of 3 students moved out of the red. They credit much of this success to the co-teaching framework and tools that helped us create inclusive, high quality instruction. Their Two Rivers coach, Vanessa Walker, also played a critical role in their growth. Her guidance, feedback, and consistent support helped strengthen their practice and pushed deep thinking about how to maximize co-teaching for student achievement.

DC High School Graduation Task Force

Chief of Staff Bridget Jackson has been selected to serve on the DC Council's High School Graduation Requirements Task Force. With more than 20 years of experience supporting high school students and their families, Bridget brings a deep understanding of the academic, social, and career pathways that prepare young people for success after graduation. Her expertise and commitment to ensuring students have access to rich, meaningful, and varied opportunities will help inform recommendations that shape the future of high school education in the District. This appointment reflects both her longstanding dedication to students and Two Rivers' commitment to contributing to educational excellence across Washington, DC.

Cambium Learning Group Leadership visits Two Rivers

Two Rivers welcomed the leadership team from Cambium Learning Group, the parent company of Lexia Core5 and Lexia PowerUp, literacy platforms used across Two Rivers' K–8 classrooms. During their visit, Cambium leaders heard directly from students, literacy team members, interventionists, and school leadership about their experiences with Lexia and its impact on literacy learning. Participants also shared feedback and suggestions to help inform future improvements to the platforms. The visit was a valuable opportunity to strengthen our partnership in support of student literacy growth.



List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding $500 during SY 2025-26.

50CAN, Inc.
Amanda Agard
Mariam Al-Shamma
Amalgamated Charitable Foundation
Joseph Bateman
Lauren Baum
Julia Brouhard
Oleg Buldakov
Christian Burns
Susan Campolongo
Capitol Hill Community Foundation
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Mike Jacobs
David Knapp
Thomas Lee & Stephanie Tatham
Patrick Mahoney
Prakriti Mishra
Christine O'Reilly
Jeb Ory
Emily Pappas
Jessica Proffitt
Belicia & Alrecho Reaves
Rena Rudavsky
Hiram Russell
Erin Sheehy
Shawn Skolky
Ahnna Smith
Angela Stoner
Danielle Tippett



Data Report

Two Rivers Student Data Report

Enrollment Data				
	LEA Name	Two Rivers PCS		
	Campus Name	4th Street	Young ES	MS
PCSB	Grades served	PK3 - 5	PK3-5	6-8
PCSB	Audited Enrollment Total	398	397	240
PCSB	PK3 Audited Enrollment	54	53	
PCSB	PK4 Audited Enrollment	48	47	
PCSB	KG Audited Enrollment	50	49	
PCSB	Grade 1 Audited Enrollment	52	52	
PCSB	Grade 2 Audited Enrollment	51	42	
PCSB	Grade 3 Audited Enrollment	52	54	
PCSB	Grade 4 Audited Enrollment	49	48	
PCSB	Grade 5 Audited Enrollment	42	52	
PCSB	Grade 6 Audited Enrollment			84
PCSB	Grade 7 Audited Enrollment			76
PCSB	Grade 8 Audited Enrollment			80

Student Attendance Data				
		4th Street	Young ES	MS
School	Total number of instructional days	**178**	**178**	**178**
PCSB	Suspension Rate	**0.25%**	1.26%	12.92%
PCSB	Expulsion Rate	0.0%	0.0%	0.0%
PCSB	Instructional Time Lost to Discipline	0.02%	0.01%	0.21%
PCSB	In-Seat Attendance	90.93%	89.49%	90.51%
PCSB	Midyear Withdrawals	2.01%	2.77%	3.75%
PCSB	MIdyear Entries	0.0%	0.25%	0.0%
PCSB	Promotion Rate	100%	100%	100%

Two Rivers Staff Data Report

Number of Teachers, Attrition Rate, and Salaries			
	4th Street	Young ES	MS
Number of Teachers	35	33	28
Teacher Attrition Rate	17%	12%	36%
Average Teacher Salary	$85,910		
Teacher Salary Minimum	$66,173		
Teacher Salary Maximum	$103,561		
Executive Salaries	$209,000 $171,643 $170,643 $148,544 $147,544		

Teacher Gender Summary			
	4th Street	Young ES	MS
Female	94%	76%	61%
Male	6%	24%	36%
Not Specified	0%	0%	4%

Teacher Race Summary			
	4th Street	Young ES	MS
Asian	0%	6%	0%
Black or African American	49%	42%	46%
Hispanic or Latino	6%	18%	11%
Two or more races (Not Hispanic or Latino	3%	0%	11%
White	43%	33%	32%

Teaching Experience			
	4th Street	Young ES	MS
0-4 years	63%	61%	82%
5-9 years	20%	18%	11%
10-14 years	6%	12%	4%
15+ years	11%	9%	4%

Instructional Staff Qualifications			
		BA	MA
4th Street	Assistant Teachers	31%	13%
	Lead Teachers	100%	63%
	School Administrators	100%	67%
	Operational School Support	0%	0%
Young ES	Assistant Teachers	25%	0%
	Lead Teachers	100%	58%
	School Administrators	100%	100%
	Operational School Support	100%	0%
Middle School	Assistant Teachers	100%	0%
	Dedicated Aids	0%	0%
	Lead Teachers	100%	61%
	School Administrators	100%	100%
	Operational School Support	0%	0%
Network	Student Related Service Providers	100%	100%
	Counselors	100%	100%

Non-Instructional Staff Qualifications		
	BA	MA
Network Leadership	100%	95%
Network Support	69%	19%



Lead Teacher Salary Scale Lead Teacher scales are based on education level and number of years experience as a Lead Teacher for a full school year.			
Years of Experience	Education Level	Step	Salary
1	Bachelor's Degree	BA1	$66,173
2	Bachelor's Degree	BA2	$67,496
3	Bachelor's Degree	BA3	$69,521
4	Bachelor's Degree	BA4	$70,900
5	Bachelor's Degree	BA5	$73,324
6	Bachelor's Degree	BA6	$75,431
7	Bachelor's Degree	BA7	$77,159
8	Bachelor's Degree	BA8	$82,414
9	Bachelor's Degree	BA9	$84,886
10	Bachelor's Degree	BA10	$85,119
11	Bachelor's Degree	BA11	$85,856
12	Bachelor's Degree	BA12	$88,453
13	Bachelor's Degree	BA13	$90,222
14	Bachelor's Degree	BA14	$90,810
15	Bachelor's Degree	BA15	$93,179
16	Bachelor's Degree	BA16	$95,036
17	Bachelor's Degree	BA17	$97,887
18+	Bachelor's Degree	BA18	$98,096
1	Master's Degree	MA1	$71,798
2	Master's Degree	MA2	$73,234
3	Master's Degree	MA3	$74,254
4	Master's Degree	MA4	$76,613
5	Master's Degree	MA5	$78,971
6	Master's Degree	MA6	$81,369
7	Master's Degree	MA7	$82,873
8	Master's Degree	MA8	$86,774
9	Master's Degree	MA9	$90,561
10	Master's Degree	MA10	$91,581
11	Master's Degree	MA11	$94,467
12	Master's Degree	MA12	$97,082
13	Master's Degree	MA13	$97,669
14	Master's Degree	MA14	$98,237
15	Master's Degree	MA15	$98,834
16	Master's Degree	MA16	$99,970
17	Master's Degree	MA17	$102,967
18+	Master's Degree	MA18	$103,561

Appendix

Two Rivers Staff Listing

Network Staff	
Belicia Reaves	Executive Director
Aqueelha James	Chief Academic Officer
Gail Williams	Chief Operating Officer
Bridget Jackson	Chief of Staff
Mary Gornick	Chief Human Resources Officer
Michelle Kimso	Special Projects Manager for the Office of the Executive Director
Jade Bryant	Senior Director of Special Populations
Tai Carson	Director of STEM
Stephanie Cade	Director of Math (PS-3)
Molly France	Director of Literacy (PS-3)
Charlene DeSanges	Director of Secondary Humanities
Vanessa Walker	Director of Specialized Instruction
Corey Carroll	Director of Social Emotional Learning
Elyse Ingram	Special Education Compliance Manager
Genifer Salandy	School Psychologist
Tiffanie Featherstone	Lead Counselor
Karena Wilson-Plater	Director of Mental Health
Isa Walker	Communications Associate
Matthew Carothers Jr	Director of Family Engagement
Asia Bell	Enrollment and Recruitment Coordinator
Corinne Wilkerson	Senior Data, Analytics, and Compliance Manager
Renea Fowler	Enrollment & Recruitment Coordinator
Sade' Seward	Hiring Coordinator
Fatima Condon	Human Resources Specialist
Tameka Faison	Director of Operations
Liz Riddle	Business & Finance Manager
Pretrece Smith	Technology Services Manager
Christopher Headecker	Food Service Manager
Mike Green	Technology Services Associate
Brandon Thomas	Facilities Manager
Melanie Jacobs	Senior Business Manager
DeShonda Young	Network Business Manager

Non-Instructional School Based Staff	
McKenzie Baecker	4th Street Elementary School Principal
Marcus Brown	4th Street Elementary School Assistant Principal
Robin Froelich	4th Street Elementary School Campus Director of Special Education
Derrick Brown	4th Street School Culture Coordinator
Ashley Stone	Middle School Principal
Derrick Miles	Middle School Assistant Principal
Trenell Eaton	Middle School Campus Director of Special Education
Tarik Cranston	Middle School Interim Dean of Students
Megan DeRitter	Young Elementary School Principal
Delonna Gibbs	Young Elementary School Assistant Principal
Ralph Ogundiran	Young Elementary School Dean of Students
Renata Montford	Front Desk Associate
Mickenzie Wiggins	Front Desk Associate
Anny De Los Santos	Front Desk Associate
Annessia Smith	Front Desk Associate



School Staff

Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Hannah Rosen	PS	Terria Brooks
Shriram Chauhan	PS	Rukayat Idris
Rachell Taylor	PS	Jessie Watson
Maria Nye	PK	Monica Michals
Sherrie Nesbitt	PK	Cheryl Ouzts
Chelsea Rucco	K	Essence Corbin
Kate Moffett	K	DiAnna Stewart
Shawntika Johnson	1	Brishauna Garvin
Adelina McDuffie	1	Tyree Wheeler
Isabela Martinez	2	Kalila Lawson
Jasmine Brown	2	Jamesha Gaston
Julia Bianchetto	3	Charnita Lewis
Tyrone Ferrell	3	Kesha Jones
Astrid Martinez	4	Darrel Barbour
Anthony Minor	4	
Da'yanna Segears	5	Talika Newbon
Nina Huether-Burns	5	
	All Grade Levels	Lisa Green



4th Street Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Naysha Carrasquillo	PS	Mariah Truesdale
LaTiller Wilson	PS	Evette Knight-Gibbs
Cheyenne Scarver	PS	Matilda Choi
Steph Szakats	PK	Pamela Dixon
Noelle Edwards	PK	Tarrie Whiting
Kassandra Johnson	K	Anisha Jackson
Cameron Himes	K	Allegra Hall
Emma Schnibel	1	Frieda Zhao
Jacquelyn Caruso	1	Angelique Simpson
Tess Ross-Callahan	2	Awaynie Wingate
Chantel Ashwood	2	
Faith Campbell	3	Khadeem Wynter
Jessie Bunting	3	Sherrick Dunbar
Anissa Moore	4	Emmanuel James
Rachel Taylor	4	
Osa Ogbebor	5	Amaree Speight
Mickisha Bonner	5	

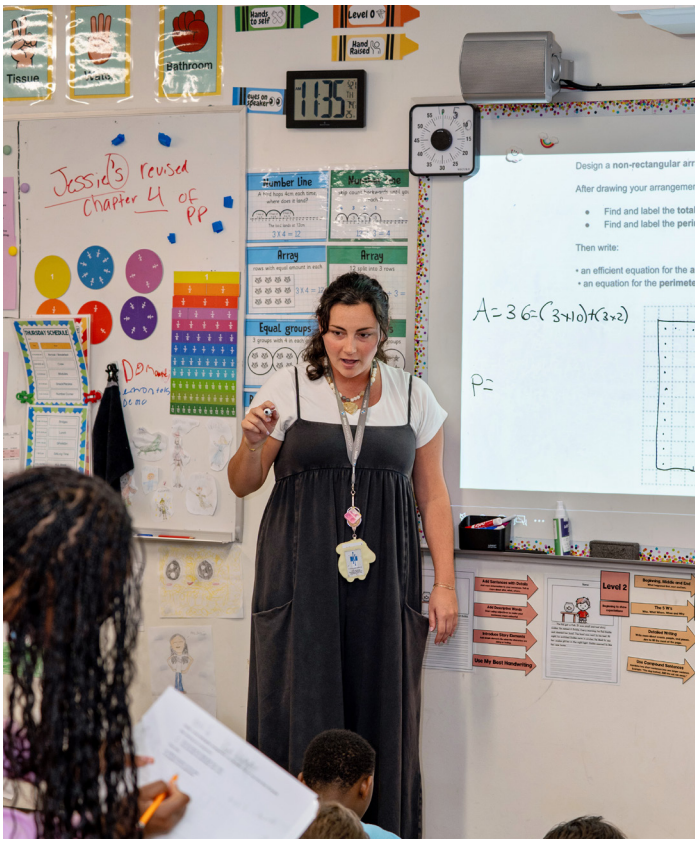
Middle School Instructional Staff	
Carolina Riveros-Ruenes	Language Arts
Nora Fahmy	Language Arts
Tenesha Talley	Language Arts
Camilla Queen	Science
Dakota Ziegler Pamplona	Science
Chavala Hardy	Science
Dave Treska	Mathematics
Neek Fant	Mathematics
Tonica Tatum-Gormes	Mathematics
Kenyatta Johnson	Social Studies
Lis Majano	Social Studies
Chase Zaslannya	Social Studies
Kayla Howard	NYU Resident Teacher
Yifan Zhou	NYU Resident Teacher
LaDonna Ferguson	Dedicated Aid
Jahrod Lincoln	Dedicated Aid

School Staff

Special Education Teachers	
Jazmin Heartfield	Alice Hale
Peter Gamber	Francine Perry
Queen Devine	Kianei Brown
Talia Roth	Teruko Garnett
Chavon Hyatt-Jackson	CT Taylor
Chelsea Rivas	Kawana Ringold
Lamont Thompson	Katie Yule
Ty Johnson	Sasha Silverman
Zo Clement	Richard Ndubueze
Ann Seltzer	LaToya Martin
Rachel Satterfield	Maggie Fatovic

Subject Specials	
Allison Yood	Art- 4th Street Elementary/ Young Elementary
Judy Williams	Art- 4th Street Elementary/ Young Elementary
Alyssa Hadley	Art-Middle School
Delonte Johnson	Physical Education - 4th Street Elementary/ Young Elementary
Anthony Berry	Physical Education - Young Elementary
Tiante Baylor	Physical Education - 4th Street Elementary
Terrell Hawkins	Physical Education - Middle School
Adrin Akins	Music - 4th Street Elementary/ Young Elementary
Stradivari Baynard	Music - Middle School
Bridget Bose	Dance - 4th Street Elementary/ Young Elementary
Asha Compton	Spanish - Middle School
Debby Pitt-Adabie	Spanish - Middle School
Dilenia Dilone-Aberu	Spanish - 4th Street Elementary/ Young Elementary
Cody Encarnacion	Spanish - 4th Street Elementary
John Rodriguez	Spanish - Young Elementary
Suzanne Katz	Drama - 4th Street Elementary/ Young Elementary
Bahar Cetinsoy-Crawford	Drama - 4th Street Elementary/ Young Elementary
Ashanti Young-Joiner	Drama - Middle School

Counselors and Specialists	
Jasmine Washington	Counselor
Leonardine Pacombe	Counselor
Indonesia Carter	Counselor
Rahel Adugna	Counselor
Katona Johnson	Director of Academic Counseling and Alumni Support
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
Taneika Blackwell	Intervention Teacher
Tamela Odom	Intervention Teacher



Board of Trustees

During the 2025-2026 school year, the Board of Trustees for Two Rivers Public Charter School was comprised of the following members:

Dr. Faisal Awwal* -Treasurer
Two Rivers Parent

Alyssa Brunner*-Development Committee Member
Two Rivers Parent

Elle Carne*-Chair

Elaine Hou-Academic Excellence Committee Member

Malik Husser*-Governance Committee Member

Dr. Mike Jacobs-Secretary

Dr. Derek Pierce-Vice Chair

Jessica Proffitt-Academic Excellence Committee Member

Erin Sheehy* -Development Committee Member

Ahnna Smith*-Academic Excellence Committee Chair

Raj Thomas-Finance Committee Member

Belicia Reaves, Executive Director-Ex. Officio

* Resident of the District of Columbia



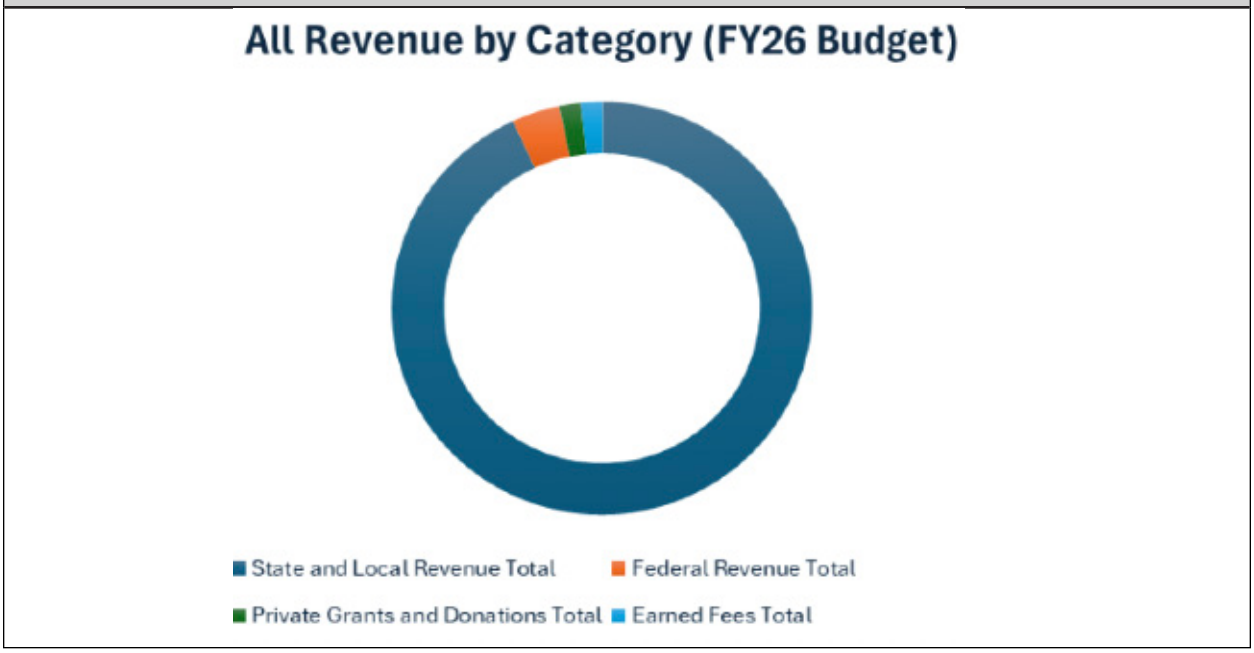
School Finance Primer

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



Unaudited Financial Data as June 30, 2026

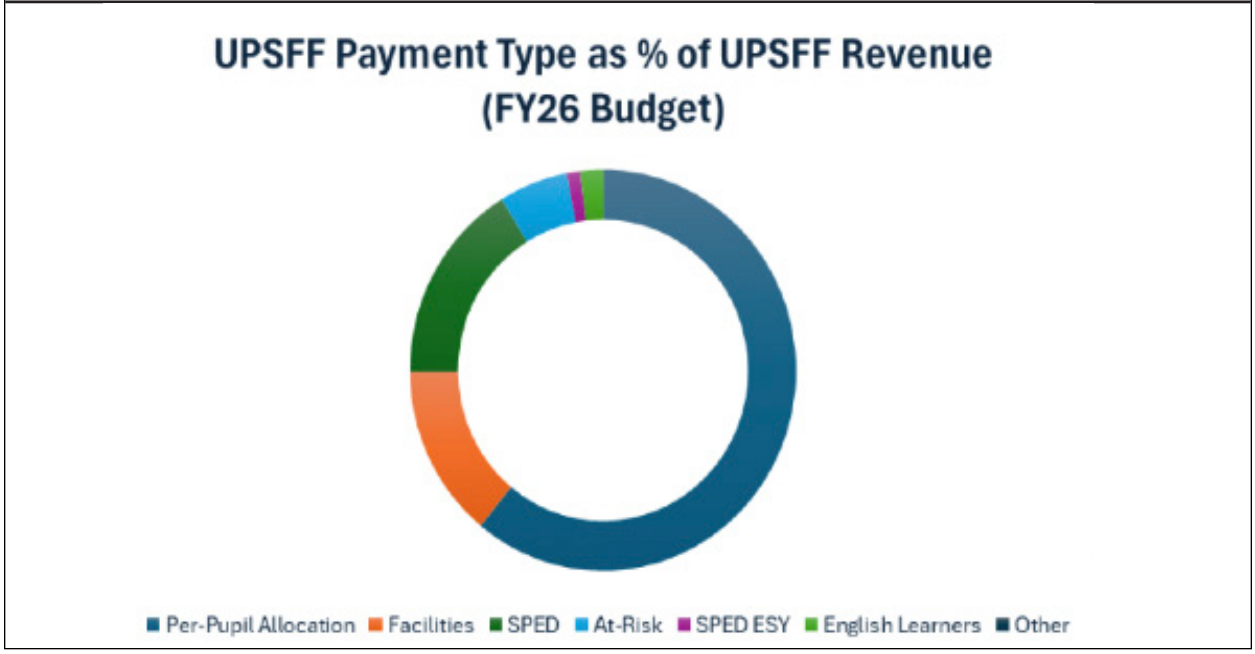
Two Rivers' unaudited revenue for FY26 (the 2025-2026 school year) was $34,730,868. More than 86% of this revenue is derived from per-student funding through OSSE.

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 FY26 was $29,993,022.

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 grants, Medicaid reimbursement payments, and E-Rate (discounted telecommunications), among others. FY26 federal funding revenue was $2,498,060.

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. FY26 other revenue was $1,563,649.

Expenses



In FY26, unaudited ordinary expenses were $28,079,455 and extraordinary expenses were $4,348,505. This totals $32,427,960.

These are the categories of ordinary and extraordinary expenses in Two Rivers' budget:

Ordinary Expenses	Extraordinary Expenses
• Salaries • Benefits and Taxes • Contracted Staff • Staff-Related Costs • Rent • Occupancy Services • Direct Student Expenses • Office & Business Expenses • Contingency • Donated Expenses	• Depreciation • Amortization • Interest Payments

Staff Expenses: Two Rivers' investment in its staff is the largest expense source, constituting about 71% of all budgeted, ordinary expenses. Salaries and benefits totaled $19.9M in FY26.

Direct Student Expenses: This category of expenses totaled $3.4M 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 $1.99M and included utilities, garbage removal, maintenance, repair, and janitorial services.

Centralized Office and Business Expenses: In FY26, $1.5M was expensed toward accounting services, authorizer fees (paid to the DC Public Charter School Board), business insurance, telecommunications, and related expenses.

Latest Audited Financial Statements

Two Rivers' latest available audited fi nancial statements may be found at the following link on DC PCSB's Transparency Hub: https://dcpcsb.org/school-fiscal-audits.

TWO RIVERS PUBLIC CHARTER SCHOOL
STATEMENTS OF FINANCIAL POSITION
JUNE 30, 2025 AND 2024

	2025	2024
ASSETS		
CURRENT ASSETS		
Cash and Cash Equivalents	$ 5,553,042	$ 7,155,572
Short-Term Investments	7,135,133	4,390,997
Grants Receivable	380,222	328,638
Medicaid Receivable	293,822	9,146
ERC Receivable	1,374,796	-
Prepaid Expenses	522,775	326,398
Total Current Assets	15,259,790	12,210,751
PROPERTY AND EQUIPMENT, NET	37,392,497	39,361,904
OTHER ASSETS		
Restricted Cash and Cash Equivalents	2,661,251	2,760,063
Deposits	42,500	45,675
Operating Lease Right-of-Use Assets, Net	136,053	158,615
Total Other Assets	2,839,804	2,964,353
Total Assets	$ 55,492,091	$ 54,537,008
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts Payable	$ 427,682	$ 553,207
Accrued Expenses	1,031,043	625,505
Deferred Revenue	9,837	41,338
Accrued Interest	159,275	160,763
Current Portion of Long-Term Debt	610,000	595,000
Total Current Liabilities	2,237,837	1,975,813
LONG-TERM LIABILITIES		
Operating Lease Liability	686,451	653,040
Long-Term Debt, Net of Current Portion	41,456,383	42,151,499
Total Long-Term Liabilities	42,142,834	42,804,539
Total Liabilities	44,380,671	44,780,352
NET ASSETS		
Without Donor Restrictions	11,015,492	9,738,656
With Donor Restrictions	95,928	18,000
Total Net Assets	11,111,420	9,756,656
Total Liabilities and Net Assets	$ 55,492,091	$ 54,537,008

Latest Audited Financial Statements

Two Rivers' latest available audited fi nancial statements may be found at the following link on DC PCSB's Transparency Hub: https://dcpcsb.org/school-fiscal-audits.

TWO RIVERS PUBLIC CHARTER SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2025

	Without Donor Restrictions	With Donor Restrictions	Total
REVENUE AND OTHER SUPPORT			
Per Pupil Local Appropriations	$ 23,505,513	$ -	$ 23,505,513
Per Pupil Facility Allowance	3,756,404	-	3,756,404
Federal and Entitlement Grants	1,259,544	-	1,259,544
Medicaid Program Revenue	527,645	-	527,645
ERC Revenue	1,374,796	-	1,374,796
Private Gifts and Grants	271,159	131,353	402,512
State and Local Grants	25,734	-	25,734
Program Service Revenue	110,739	-	110,739
In-Kind Contributions	4,674	-	4,674
Investment Income, Net	336,351	-	336,351
Unrealized Gain on Investments	132,792	-	132,792
Net Assets Released from Restrictions	53,425	(53,425)	-
Total Revenue and Other Support	31,358,776	77,928	31,436,704
EXPENSES			
Program Services:			
Educational Services	28,242,786	-	28,242,786
Support Services:			
Management and General	1,636,358	-	1,636,358
Fundraising	202,796	-	202,796
Total Support Services	1,839,154	-	1,839,154
Total Expenses	30,081,940	-	30,081,940
CHANGE IN NET ASSETS	1,276,836	77,928	1,354,764
Net Assets - Beginning of Year	9,738,656	18,000	9,756,656
NET ASSETS - END OF YEAR	$ 11,015,492	$ 95,928	$ 11,111,420

Latest Audited Financial Statements

Two Rivers' latest available audited fi nancial statements may be found at the following link on DC PCSB's Transparency Hub: https://dcpcsb.org/school-fiscal-audits.

TWO RIVERS PUBLIC CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
YEAR ENDED JUNE 30, 2025

	Program Services	Support Services			
	Educational Services	Management and General	Fundraising	Total Support Services	Total
PERSONNEL EXPENSES					
Salaries	$ 14,278,574	$ 1,319,708	$ 131,898	$ 1,451,606	$ 15,730,180
Employee Benefits	1,774,304	173,481	17,339	190,820	1,965,124
Payroll Taxes	1,149,635	112,404	11,234	123,638	1,273,273
Professional Development	338,665	-	-	-	338,665
Travel and Meetings	374	-	-	-	374
Other Staff Expenses	133,871	-	-	-	133,871
Total Personnel Expenses	17,675,423	1,605,593	160,471	1,766,064	19,441,487
DIRECT STUDENT COSTS					
Supplies and Materials	238,569	-	-	-	238,569
Contracted Instruction Fees	1,785,458	-	-	-	1,785,458
Food Service/Catering	562,718	-	-	-	562,718
Textbooks	125,233	-	-	-	125,233
Student Assessments	52,667	-	-	-	52,667
Other Student Costs	270,106	-	-	-	270,106
Total Direct Student Costs	3,034,751	-	-	-	3,034,751
OCCUPANCY EXPENSES, OWNED					
Maintenance and Repairs	110,488	455	624	1,079	111,567
Utilities	212,383	875	1,200	2,075	214,458
Contracted Building Services	294,771	1,215	1,665	2,880	297,651
Interest	668,624	2,756	3,776	6,532	675,156
Depreciation/Amortization	163,243	673	922	1,595	164,838
Total Occupancy Expenses, Owned	1,449,509	5,974	8,187	14,161	1,463,670
OCCUPANCY EXPENSES, LEASED					
Rent	55,431	229	313	542	55,973
Maintenance and repairs	191,042	787	1,079	1,866	192,908
Utilities	367,225	1,513	2,074	3,587	370,812
Contracted building services	509,680	2,101	2,879	4,980	514,660
Interest	1,156,097	4,765	6,529	11,294	1,167,391
Depreciation/Amortization	1,561,051	6,434	8,817	15,251	1,576,302
Total Occupancy Expenses, Leased	3,840,526	15,829	21,691	37,520	3,878,046
OFFICE EXPENSES					
Office Supplies and Materials	232,861	960	1,315	2,275	235,136
Equipment Rental	24,715	102	140	242	24,957
Telecommunications	93,266	384	527	911	94,177
Professional Fees	432,108	1,781	2,440	4,221	436,329
Printing and Publications	13,930	57	79	136	14,066
Postage and Shipping	575	2	3	5	580
Computer and Related	372,600	1,536	2,104	3,640	376,240
Other Office Expenses	5,629	23	32	55	5,684
Total Office Expenses	1,175,684	4,845	6,640	11,485	1,187,169
GENERAL EXPENSES					
Insurance	99,492	410	562	972	100,464
Authorizer Fees	303,360	1,250	1,713	2,963	306,323
Depreciation and Amortization, Nonfacility	473,916	1,952	2,677	4,629	478,545
Fees and Licenses	55,376	228	313	541	55,917
Other General Expenses	134,749	277	542	819	135,568
Total General Expenses	1,066,893	4,117	5,807	9,924	1,076,817
Total Expenses by Function	$ 28,242,786	$ 1,636,358	$ 202,796	$ 1,839,154	$ 30,081,940

Latest Audited Financial Statements

Two Rivers' latest available audited fi nancial statements may be found at the following link on DC PCSB's Transparency Hub: https://dcpcsb.org/school-fiscal-audits.

TWO RIVERS PUBLIC CHARTER SCHOOL
STATEMENTS OF CASH FLOWS
YEARS ENDED JUNE 30, 2025 AND 2024

	2025	2024
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 1,354,764	$ (291,011)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities:		
Bad Debt	-	3,372
Depreciation and Amortization	2,219,685	2,255,049
Amortization of Debt Issuance Costs	51,402	51,401
Amortization of Bond Premium	(136,518)	(136,518)
Unrealized Gain on Investments	(132,792)	(57,755)
Increase (Decrease) in Assets:		
Grants Receivable	(51,584)	239,907
Accounts Receivable	-	25,377
Medicaid Receivable	(284,676)	214,611
ERC Receivable	(1,374,796)	-
Prepaid Expenses	(196,377)	132,897
Operating Lease Asset	22,562	24,188
Deposits	3,175	154,160
Increase (Decrease) in Liabilities:		
Accounts Payable	(125,525)	280,106
Accrued Expenses	405,538	(268,745)
Deferred Revenue	(31,501)	(47,596)
Accrued Interest	(1,488)	(1,437)
Operating Lease Liability	33,411	31,784
Net Cash Provided by Operating Activities	1,755,280	2,609,790
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of Certificates of Deposit	(2,611,344)	(2,784,441)
Purchases of Property and Equipment	(250,278)	(984,814)
Net Cash Used by Investing Activities	(2,861,622)	(3,769,255)
CASH FLOWS FROM FINANCING ACTIVITIES		
Payments on Long-Term Debt	(595,000)	(575,000)
Net Cash Used by Financing Activities	(595,000)	(575,000)
NET CHANGE IN CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AND CASH EQUIVALENTS	(1,701,342)	(1,734,465)
Cash, Cash Equivalents, and Restricted Cash and Cash Equivalents - Beginning of Year	9,915,635	11,650,100
CASH, CASH EQUIVALENTS, AND RESTRICTED CASH AND CASH EQUIVALENTS - END OF YEAR	$ 8,214,293	$ 9,915,635
SUPPLEMENTAL DISCLOSURES OF CASH FLOW INFORMATION		
Interest Paid	$ 1,792,633	$ 1,809,882

Approved 2026-27 budget

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Detailed Income Statement (FY26 Forecast and FY27 Budget)

Two Rivers

Account	SY25-26	SY26-27
Revenue		
State and Local Revenue		
4000 · Per-pupil alloc	17,281,975	17,850,291
4010 · Per-pupil SpEd alloc	5,557,846	5,717,467
4011 · Per-pupil SpEd ESY	233,502	160,369
4020 · Per-pupil LEP/NEP alloc	448,332	459,765
4040 · Per-pupil At Risk	1,805,537	1,835,856
4090 · Per-pupil shortfall contingency	-	(288,969)
4100 · Per-pupil facility alloc	3,977,050	4,000,150
4200 · Local grants	-	294,534
4201 · Teacher Funding	651,669	-
4210 · Local programs	20,000	20,510
State and Local Revenue Total	29,975,910	30,049,974
Federal Revenue		
5000 · ESEA Title 1	334,943	337,654
5001 · ESEA Title 2	72,174	70,837
5003 · IDEA 611	191,581	189,319
5004 · IDEA 619	-	2,325
5005 · ESEA Title 4	39,555	38,826
5030 · Competitive federal grants	356,580	367,277
5100 · National school lunch prog	146,653	153,200
5101 · National school breakfast	93,172	97,331
5103 · Donated Federal Commodities	17,235	18,004
5104 · Fresh fruit & vegetables prog	8,966	9,367
5106 · SCA Funds	9,837	10,276
5110 · E-rate program	30,000	31,079
5112 · Federal COVID subsidy	1,185,087	-
5120 · Medicaid program	58,650	60,760
Federal Revenue Total	2,544,432	1,386,256
Private Grants and Donations		
6020 · Foundation grants	380,138	350,000
6200 · Individual contributions	30,000	50,000
6210 · Corporate contributions	20,000	20,000
6230 · Special event contributions	50,000	25,000
Private Grants and Donations Total	480,138	445,000
Earned Fees		
6400 · Paid meal sales	41,889	43,648
6410 · School store sales	180	-
6420 · Student/parent fundraising	14,673	15,290
6430 · Student uniform sales	60,000	50,000
6500 · Short-term investments	483,582	489,880
6510 · Dividends & interest securities	189,827	-
6560 · Miscellaneous revenue	25,133	26,037
Earned Fees Total	815,284	624,855
Revenue Total	33,815,764	32,506,085

Approved 2026-27 budget

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Expenses		
Salaries		
7000 · Leadership salaries	981,318	1,042,709
7010 · Teacher salaries	4,024,671	4,267,277
7011 · SpEd salaries	2,222,722	2,627,148
7012 · ELL teacher salaries	201,088	204,420
7013 · Specials salaries	1,579,318	1,710,822
7014 · Substitute salaries	79,509	85,471
7020 · Teacher aides salaries	1,401,489	1,574,586
7080 · Curricular stipends	239,400	303,449
7090 · Curricular bonuses	25,500	-
7100 · Student support salaries	2,147,847	2,177,617
7110 · Instr staff support salaries	433,257	730,232
7120 · Clerical salaries	220,954	215,553
7130 · Business, operations salaries	1,083,084	1,143,598
7140 · Maintenance/custodial salaries	71,260	71,471
7180 · Supplemental service stipends	70,000	70,000
7190 · Supplemental service bonuses	4,000	-
7212 · Summer school salaries	2,356	2,441
7280 · Program stipends	153,675	158,000
7300 · Executive salaries	825,522	832,487
7310 · Development salaries	134,322	144,963
7380 · Exec, dev stipends	10,037	10,927
7390 · Exec, dev bonuses	20,000	21,774
Salaries Total	15,931,328	17,394,947
Benefits and Taxes		
7400 · Retirement plan contrib	643,714	667,852
7405 · DCPS Retirement plan contrib	10,957	9,411
7410 · Health insurance	1,583,148	1,683,050
7420 · Life and disability insurance	100,001	108,872
7460 · Workers' comp insurance	56,030	63,597
7500 · Social security & medicare	1,200,235	1,330,713
7510 · State unemployment tax	50,373	53,244
7550 · Universal Paid Leave Tax	120,537	130,462
7600 · Staff development (non-travel)	269,100	246,165
7610 · Staff development travel	80,000	100,000
Benefits and Taxes Total	4,114,095	4,393,367
Contracted Staff		
7700 · Substitute contract staff	640,936	560,000
7712 · Sup service contract staff	55,000	80,000
7714 · Fundraising contract staff	24,900	-
Contracted Staff Total	720,836	640,000
Staff-Related Costs		
7800 · Staff recruiting	64,972	130,600
7810 · Staff background checks	9,600	10,452
7820 · Staff meals, events, & awards	52,000	60,000
7830 · Staff travel (non-development)	5,000	2,500
Staff-Related Costs Total	131,572	203,552
Rent		
8011 · Non-Cash lease expense	55,972	55,973
Rent Total	55,972	55,973

Approved 2026-27 budget

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Occupancy Service		
8100 · Utilities & garbage removal	749,983	772,483
8110 · Contracted building services	983,600	1,013,108
8120 · Maintenance and repairs	245,000	252,350
8130 · Janitorial supplies	10,000	10,300
Occupancy Service Total	1,988,583	2,048,241
Direct Student Expense		
9000 · Student supplies, snacks	151,160	180,000
9010 · Student assessment materials	220,000	200,000
9020 · Student textbooks	100,000	103,598
9030 · Student uniforms	65,000	50,000
9050 · Contracted instruction fees	89,970	93,207
9051 · Contracted SpEd instruction	1,865,125	1,459,921
9060 · Food service fees	635,845	658,724
9070 · Student field trips	180,000	186,477
9080 · Student recruiting	15,000	15,540
9085 · Student events	30,000	31,079
9090 · Other student expenses	21,180	21,942
9091 · Translation services	48,820	45,000
Direct Student Expense Total	3,422,100	3,045,489
Office & Business Expense		
9100 · Office supplies	195,000	185,000
9110 · Copier rental & services	55,183	52,000
9120 · Telephone & telecommunications	102,124	105,187
9130 · Postage, shipping, delivery	8,500	8,755
9140 · External printing	20,000	20,600
9200 · Business insurance	161,612	166,460
9210 · Authorizer fees	300,809	320,611
9230 · Accounting, auditing, payroll	360,000	340,000
9240 · Legal fees	40,000	41,200
9260 · Computer support fees	357,608	440,828
9270 · Fundraising fees	10,000	10,300
9280 · Other professional fees	170,000	210,000
9290 · Other expenses	65,675	4,308
9300 · Dues, fees, and fines	70,032	72,133
9320 · Bad debts, pledges	1,094	1,126
Office & Business Expense Total	1,917,636	1,978,508
Depreciation and Amortization		
11000 · Operating asset depreciation	224,142	211,314
11010 · Facility asset amortization & depreciation	2,299,021	2,482,533
Depreciation and Amortization Total	2,523,163	2,693,847
Interest		
12000 · Interest payments	1,774,785	1,754,907
12020 · Amortization of deferred financing	51,402	51,402
Interest Total	1,826,187	1,806,309
Expenses Total	32,631,473	34,260,232
NET INCOME	**1,184,292**	**(1,754,147)**