

Section C1. New Campus Location or Additional Facility

***ONLY complete this section if applying to amend a Facility or New Location.**

Any school that is planning to operate a new campus in an existing (or new) location or relocate an existing campus, whether temporarily or permanently, and even if it is taking over an existing campus of another public charter school, must notify DC PCSB of the change and amend its charter agreement to include the new address.

DC PCSB will generally approve a campus addition or relocation amendment, if the school has made documented and meaningful effort to engage the community, including the Advisory Neighborhood Commission (ANC), and has made an effort to address their concerns, if any. The school must show proof that it has taken into consideration the current families attending the school and their transportation needs, at least for the first year of operation in the new location.

1. Please check the reason below that best describes your proposed change.

- Entire campus or school is relocating from current location to a new location.
- A single campus is both staying in its current location AND expanding into a second location (e.g. some grades in one facility and some in a second facility to allow more space, or until a permanent larger facility is found).
- School is creating a new campus being housed in a new facility (Note: Please complete [Section A2: Program Replication](#))

2. List all the facilities and addresses the school currently operates, along with the new facility(ies) the LEA plans to operate if approved. Include the campus(es) located in each facility, highlighting any changes from what is currently written in the school's charter agreement.

Two Rivers 4th Street Elementary School: 1227 4th Street NE
Two Rivers Middle School: 1234 4th Street NE
Two Rivers Young: 820 26th Street NE
New Middle School: 830 26th Street NE

3. Is the proposed new facility a property that you plan to purchase or lease? How many square feet is this space? Which grade level(s) will be at this location? If you have already purchased or leased the property, provide specific dates of when the property was acquired.

The proposed new facility is a new, freestanding middle school building on the site of our current Young elementary school campus. It will have approximately 45,000 square feet and will serve students in 6th - 8th grades. The property is leased to Two Rivers from DC's Department of General Services and was acquired in December 2014.

4. If the school is planning to move a current campus into a new location, please answer the following:

- a. How will the change in location impact students who currently attend this campus, and how will you ensure that students will re-enroll?

In order to serve students coming from both of Two Rivers' elementary schools, the middle school will need to double in size between school year 2020-21 and 2022-23. In order to accommodate this growth, Two Rivers plans to construct a new, larger middle school building. This will mean that current middle school students will need to relocate from our 4th Street campus to our Young campus, approximately 2 miles away.

Before finalizing this decision, Two Rivers conducted a process to determine what was most important to families, students, and staff regarding the location of the Middle School. This process included listening sessions and surveys to ensure that all community members had an opportunity to provide input. Overwhelmingly, stakeholders voiced the desire to have green space and a gym over other priorities. Both of these will be available at the new building on the Young campus. Though the Young campus is not as close to a metro station as our current middle school, data from our community indicated that more students arrive via private cars and buses. The Young campus is served by multiple bus routes and by the streetcar. In order to ensure that our current middle school students and rising 5th graders from our 4th Street ES continue their education with Two Rivers after the move, we have implemented 'One Continuous Journey', a recruitment strategy to ensure that students in grades 4 and 5 continue their middle school education with Two Rivers. This year our internal recruitment efforts to include:

- A Middle School Shadow Experience for all 5th graders. The opportunity consists of a 3-hour visit with a 7th or 8th grader and a post-visit debrief with student ambassadors and the MS principal
- Middle School principal visits to the elementary school community meetings
- Middle School principal greeting sessions with elementary school parents
- A "MS 2020" kick-off session hosted by the MS principal. The target audiences for this event are the students and parents of 4th through 7th graders. This event will serve as a pep rally for the two communities that will join together, an opportunity to share the vision of the new middle school, teacher demonstrations of the middle school curriculum, and opportunities to see the new building site plans.
- Families will have the chance to use sibling preference to transfer elementary age siblings to Young in order to keep families together.

- b. Given that students are expected to move; how will you support families that need transportation?

Transportation to the campus is readily available, it is within walking distance of the X2, X9, and streetcar. Additionally, many of the middle school families drop off their students by car and this would continue to be the same. One family survey indicated that significantly more families commute by car than by Metro. Our survey results and a mapping of our families' addresses indicate that our current students are roughly equidistant from the 4th Street and Young locations.

5. Describe the neighborhood of the proposed location (e.g. residential, commercial, metro-accessibility). What value will you bring to this community? In your response, list traditional and public charter schools in close proximity to the new location, identifying schools that serve the same grade span as you will serve at full capacity at this location. Describe how the academic performance, demographics, and mission of your school compare to these schools.

A Two Rivers Elementary School exists at this location, which is residential and part of the historic Hilltop Campus. This new building will bring the neighborhood its first 4 star Middle School. The Two Rivers Middle School offers EL education, a vibrant arts program, a Middle School Musical, integrated field studies, and a robust High School placement program and alumni support.



Charter Amendment Application
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Name of School	State STAR Rating (Tier for public charter schools added)	Enrollment and SpEd/Economically-Disadvantaged (from 2017 Equity Reports)	Demographics	Mission
Two Rivers 4th Street, Grades PK3-8	4 Star (Tier 1)	37, 21% SpEd, 26% At Risk	1% Asian, 65% Black Non-Hispanic, 8% Hispanic/Latino, 5% Multiracial, 21% White Non-Hispanic	The mission of Two Rivers PCS is 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.
Eliot Hine, DCPS Grades 6-8	1 Star	231, 27% SpEd, 67% At Risk	92.5% Black Non-Hispanic, 3.5% Hispanic/Latino, 2.5% Multiracial, 1.5% White Non-Hispanic	Eliot-Hine is an International Baccalaureate School rooted in our core values of excellence, responsibility, integrity, and community. Our goal is to develop inquisitive, international-minded learners who think globally and act compassionately.
Center City Trinidad, Charter, Grades PK-8	2 Star (Tier 2 on PCSB SQR)	214, 18% SpEd, 61% At Risk	89% Black Non-Hispanic, 7% Hispanic/Latino, 3% Multiracial	The Center City network of PK through grade 8 neighborhood-based schools provides a high-quality, well-rounded education for families seeking close-knit communities. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.

Center City Capitol Hill, Charter, Grades PK-8	2 Star (Tier 2 on PCSB SQR)	270, 16% SpEd, 57% At Risk	98% Black Non-Hispanic, 4%Hispanic/Latino, 6^ Multiracial, 1% White Non-Hispanic	The Center City network of PK through grade 8 neighborhood-based schools provides a high-quality, well-rounded education for families seeking close-knit communities. Center City prepares students to excel in competitive high schools by infusing academics with character, excellence, and service.
Friendship Blow-Pierce Charter, Grades 4-8	2 Star (Tier 1)	251, 19% SpEd, 72% At Risk	98% Black NonHispanic, 2% Hispanic/Latino	Blow Pierce Elementary implements a rigorous standards-based English, math, social studies, and science curriculum in addition to foreign language, health and physical education, art, and music to prepare students for success in high school and college.
KIPP DC Northeast Academy, Grades 5-8	3 Star (Tier 2)	342, 21% SpEd, 52% At Risk	98% Black NonHispanic, 2% Hispanic/Latino	KIPP DC aspires to improve life outcomes for the next generation of Washingtonians by equipping students and alumni with the knowledge, skills, and mindsets to become thoughtful, intentional citizens in the competitive world and lead successful lives full of choice and opportunity.
Browne Education Campus, DCPS, Grades PK-8	2 Star	396, 17% SpEd, 75% At Risk	95% Black Non-Hispanic, 4% Hispanic Latino	At Browne Education Campus educators develop rigorous, student-centered lessons aligned to the Common Core

				State Standards to better prepare students for success in college and future careers.
Wheatley EC, DCPS, Grades PK-8	3 Star	362, 17% SpEd, 80% At Risk	90% Black Non-Hispanic, 7% Hispanic/Latino, 2% Multiracial	Wheatley Education Campus is a school where every scholar is provided the highest quality of education possible in a warm, safe, nurturing, fun and academically challenging learning environment.

- 6.** Describe how you have engaged your school's community in the decision to relocate, expand, or divide into this new location. Submit documentation of your communications with your staff and families regarding this new location. Please explain any potential concerns raised by the school's internal community, including students, teachers, etc.

Two Rivers Stakeholders were engaged through multiple avenues regarding the decision to relocate the middle school. Separate listening sessions were held with staff and parents at each campus. In addition, we held three focus groups with students, ensuring that students at both campuses had an opportunity to give input. An electronic survey was also sent to all staff and families. In order to ensure that all families had access, computers were placed in our lobbies during family conferences with access to the survey.

Two Rivers stakeholders were informed of the Board Vote to move the Middle School to the Young location through email and in-person communications. Staff were told of the move through an in-person meeting during Professional Development. Staff were followed up with through an email from the Interim Executive Director. Families were first notified of the move through a constant contact eblast.

The most common concerns raised during our listening sessions and survey data collection were transportation and parking difficulties.

- 7.** Describe all community outreach that has been done in the local community of the new school location. Submit documentation of communications with nearby principals, neighbors, ANC representatives, Councilmembers, and others, notifying them of your plans.

When considering where to locate the new Middle School, we asked for input from Ward 5 and 6 City Councilmembers, the Deputy Mayor for Education, the State Superintendent for Education, staff at the PCSB, staff at NOMA BID, and ANC commissioners. Key takeaways were that:

1. At the current Middle School location, NoMa development will continue; public parking will shrink
2. Future student growth is highest in Wards 1, 4, 6, & 8

3. Councilmember Allen suggested that we site at Young

Input from families, students, staff, and these stakeholders led the Board to decide to locate the new middle school building at our Young campus. Once that decision had been made, during the planning and design phase, the following meetings were held:

- On September 11, 2018 Director of External Relations Khizer Husain attended the ANC meeting and connected with the Commissioners
- On November 27, 2018, Naomi Klein from DDOT came to visit the school and observe dropoff, work on transportation, and safe routes to school.
- On January 22nd, 2019, a meeting was held with Barbara Mitchell and Ogochuckuw Agwai of Councilmember Kenyan McDuffie's office regarding transportation, parking, and safe routes to school.
- On January 25, 2019 a meeting was held with Dr. Josh Emmett, principal at Phelps Architecture, Construction and Engineering High School
- On May 2, 2019, Jonathan McNair and Barbara Mitchell, staffers from Councilmember McDuffie's office, came to visit Young and observed dropoff.
- On May 29, 2019, a follow-up meeting was held with staff from Councilmember McDuffie's office.
- On September 19th, 2019, LeighAnne Daly and Jerry Zaytes of Building Hope attended the ANC Zoning meeting on behalf of Two Rivers. They presented and answered questions.
- On October 1st, 2019, Middle School Principal Muronji Inman-McCraw attended the local ANC 5D meeting along with LeighAnne Daly and Jerry Zaytes of Building Hope. Ms Muronji talked about the school, the mission, the diverse student population, and what makes Two Rivers unique. She shared her background as a native Washingtonian and fielded questions from the Chair, Commissioners, and folks who live in the neighborhood around the school.
- On October 8th, 2019, Jerry and Natalie Mutchler, architects at Studio27 attended the ANC 5D meeting on behalf of Two Rivers. They presented and answered questions.
- On November 8, 2019, Khizer Husain invited Ms. Bobo and Mr. Walton from the Kingman Park Association to visit Two Rivers at Young.
- On November 12, 2019, Khizer Husain attended the ANC 5D meeting and engaged with and invited for a tour the president of the Carver-Langston Civic Association, Juanita Diggs, and former ANC Commissioner Kathy Henderson.
- On November 25, 2019, Gail Williams, Director of Operations, and Khizer Husain, Director of External Relations, met with Dr. Josh Emmett, principal at Phelps.
- On December 9, 2019, Gail Williams and Khizer Husain met with Principal Dr. Dwight Davis of Browne Education Campus.
- On December 10, 2019, Khizer Husain attended the ANC 5D meeting and engaged with and answered questions from Juanita Diggs, ANC Commissioner Bernice Blacknell, and Malik Miller, Ward 5 Liaison in Mayor's Office of Community and Relations Services (MOCRS).

8. Will there be newly-created slots for additional students? If so, discuss student recruitment efforts in the new school community.

Our current middle school serves 150 students in grades 6-8. Over the next three years, the school will double in size, eventually serving 300 students. We will add 50 new seats each year, starting with 6th grade.

The majority of these seats will be filled by students from Two Rivers' elementary schools. However, each year we admit 8-12 new 6th and 7th graders because of student turnover. If this number doubles with the increase of the size of the middle school, there could be 16-24 new middle school seats in the neighborhood. Two Rivers has a middle school waiting list - there are currently 232 6th graders on the waiting list and 120 7th graders on the waiting list. Two Rivers regularly fills all open middle school seats.

Our recruitment efforts for SY 20-21 include: holding open houses at all of our campuses, participating in Ed Fest, attending the Rocketship MS Fair, tabling at Rosedale Community Center, and placing flyers in grocery stores, medical centers, and libraries. These outreach efforts target a 2-4 mile radius around our schools, covering our community areas of Wards 5,6, & 7.

9. What is the occupancy maximum at the new location? If the maximum occupancy load for staff and students is less than the total number of staff and students who will occupy the facility at any point in the future, please explain how you will address this issue.

The maximum occupancy will be 300 students. The building is being designed to accommodate staff and students at full capacity, so this should not be an issue.

10. In addition to providing a [5-year Operating Budget](#), please answer the following questions regarding the financial impact of the proposed new location:

- a. How much does the proposed new facility cost, and how many students will be served at the new site?

The new facility will cost \$17.785 million and will serve up to 300 students.

- b. What is the school's per-pupil cost, and how does this compare with its per-pupil allowance?

In SY '19-'20, the current per-pupil cost is \$23,996 and \$24,633 is current per-pupil allowance.

- c. If you plan to operate multiple facilities, in addition to the proposed new location, what is the LEA's total facilities cost (e.g. lease, plus mortgage)? How does this expense compare with your per-pupil allowance?

The debt service for all four facilities, starting in SY 2020-2021, will range from \$2,191 to \$2,539 per student which is less than the facilities per-pupil funding of \$3,335 in SY 2019-2020. This relatively low debt service burden is because of favorable financing conditions during the expansion time period (and favorable financing conditions of the elementary school expansion). There are, of course, other facilities costs, including capital expenditures, maintaining loan covenants, and costs to operate the facilities. Excluding the occupancy operating costs and depreciation, facilities costs including debt service range from \$2,961 to \$3,275 over the expansion time period. Occupancy and repair costs push the facilities-related expenses to approximately \$5,000 (and depreciation would push higher). Because those direct expenses are above the per-pupil facilities funding level, some expenses, especially for occupancy expenses, are paid from regular per-pupil funding sources.

- d. What additional sources of funding do you plan to use to pay for this new facility.

Two Rivers has \$1.2 million in grant funding through the SOAR Competitive Facilities grant program administered by OSSE and will contribute an additional \$1.685 million in equity for a total equity contribution of \$2.885 million. The remaining project costs of \$14.9 million will come from financing from the Schola Fund.

- e. If applicable, what contingencies do you have in place in case the new location enrolls fewer students than anticipated?

Two Rivers has rising elementary school students to serve as primary feeders for the middle school. We also have a waiting list and will use that to fill open slots. As outlined above, Two Rivers does internal and external recruiting to ensure that all seats are filled.

- f. What are the terms of the occupancy and how does this drive financial obligation?

Two Rivers will use the existing lease at Young. Two Rivers has rent credits that will take us through 2038. Due to the existing rent credit, Two Rivers will not have additional rent due.

- g. What will be the cost per student under base case assumptions and how does this compare with the facilities allowance and the school's budget?

Two Rivers will have increased utilities, cleaning, and debt service that goes up because of the Middle School. However, staffing projections will balance that of having 2 separate Middle Schools who service 150 students each.

- h. If the school does not meet its enrollment projection, how will the LEA cover the facility expense and/or service its related debt?

Two Rivers will pull from the waitlist. If the waitlist becomes exhausted and there are still vacancies, we will have additional space at 1234 4th Street and can under our charter enroll additional classes of elementary school students that will help with revenue across the LEA.

- i. If per-pupil expense exceeds the UPSFF facilities allotment, what impact will the encroachment have on the school's academic program?

While Two Rivers' debt service will go up with new building, staffing will be more efficient than having 2 Middle Schools. Costs of running 2 Middle Schools are approximately equal to that of running 1 Middle School.

- j. What impact will the additional cost have on the school's risk profile?

The school will have more debt, but will have sufficient revenues



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to cover the debt. TR will continue to maintain healthy cash reserve balance.



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