



TWO RIVERS PUBLIC CHARTER SCHOOL



# Annual Report SY 2020-2021

**Aswathi Zachariah  
Chair, Board of Trustees**

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# About Two Rivers

## Mission

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

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

## Curriculum and Instruction

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

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

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

Two Rivers uses a balanced literacy approach to teaching reading, both through the use of authentic, compelling pieces of literature and informational text and through direct



instruction in fluency and decoding skills. At upper grades, students focus on in-depth reading comprehension through complex text sets in literacy units and expeditions. Two Rivers' literacy program also includes direct instruction in the mechanics of reading, reading comprehension strategies, vocabulary development, and writing.

Math instruction at Two Rivers guides students to develop a comprehensive understanding of mathematical concepts, encompassing everything from a strong sense of numbers to conceptual understanding of shapes in space. Two Rivers uses Bridges Math and Number Corner from the Math Learning Center in the elementary grades and Carnegie Learning in the middle school. The emphasis in these programs is not to teach specific algorithms to solve problems, but rather to guide students through a process of exploration around mathematical ideas and to introduce them to multiple methods of solving problems. Through this approach, students develop a greater level of understanding of the mathematical concepts and thus fully comprehend not only how to do an efficient algorithm but understand why it works. In addition to building students' conceptual understanding of math, Two Rivers also works to develop students' efficiency with numbers and computation. Through regular focused time to increase speed and proficiency, students are better able to access the rudimentary mathematical skills they need to further deepen their understanding and apply mathematics to relevant situations. Two Rivers' math program is designed to develop proficiency in mathematics so that all students are well prepared to succeed in high school. With that in mind, Two Rivers offers credit-bearing algebra and geometry courses for middle school students who have demonstrated that they are prepared for work in more advanced mathematics.

Learning expeditions, a component of EL Education, are the main instructional vehicle for social studies and science learning. EL Education is based upon the tenet that studying something in depth will help students develop lifelong

learning skills more successfully than studying a broad range of topics in less detail. While teachers at Two Rivers aim to cover the standards for each child in a grade, two areas of study are explored in much greater depth each year. These topics are selected from the curriculum framework. All units of study involve intensive research, reading, writing, scientific exploration, and real-world application. Two Rivers' curricular programs are aligned with the school's mission, instructional, and character development programs.

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

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

**Decision-Making**

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

**Effective Reasoning**

The ability to create claims and support them with logical evidence

**Problem Solving**

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

In addition, Two Rivers believes that students can build character skills that will aid them in accessing deeper learning. Character are the intrapersonal skills necessary for success. Character involves being able to monitor and direct one's own learning, as well as cultivating positive attitudes and beliefs about one's academic abilities and identity as a learner. It also involves the skills of setting goals, maintaining attention to detail and precision, and cultivating a growth mindset. Additionally, character involves personal integrity in both work and relationships. Thinking about character in these ways values how individuals think about themselves both as learners and more broadly as people.

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

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

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

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

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

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

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

# Parent Involvement

Two Rivers families are an involved, passionate group of parents and guardians. The school considers the input, assistance, involvement, and support of parents to be one of its greatest strengths.

Two Rivers' parents, guardians, and staff collaborate using a formal parent involvement structure- the Two Rivers Parent School Association (PSA).

The vision of the PSA is to have an open, supportive school community where families, teachers, school administrators, and community members collaborate to encourage lifelong learning.

The mission of the PSA is to provide a structured forum so families, in full partnership with school staff, can cooperatively contribute their time, and talent towards the ongoing success of Two Rivers PCS.

The association's primary objectives are:

- 1 To foster school-wide community building (across grade levels and between the elementary and middle schools);
- 2 To support student learning;
- 3 To participate in school governance by giving voice to the parent body
- 4 To engage in projects for continuous school improvement; and
- 5 To build resources for and facilitate the development of parent/teacher/school priorities.

All parents and guardians of Two Rivers students, as well as Two Rivers staff and administrators, are automatically members of the PSA, have voting rights, and can hold PSA offices.

In addition to being involved through a formal parent school association, Two Rivers family members are engaged in their children's learning through family conferences, celebrations of learning, and educational nights.

Family engagement looked different in School Year 2020-21 due to the sustained impact of COVID. Our families were critical to helping us shape our remote and in-person opportunities, which they weighed in on through a series of family surveys and town halls that took place on bi-monthly basis (see below). In addition, as Two Rivers set our path to returning to fully in-person learning in the fall, we launched a Parent and Family COVID Advisory Task Force attended by dozens of families across schools over the span of four months. The Task Force covered planning for summer, public health guidance and strategies, vaccination, and student mental health, among other key areas.

Family Engagement - Town Halls including Family Survey Data		
Date	Topics (including survey data)	Link to materials
7/21/20	Return to school-summer family survey	<a href="#">Presentation</a>
8/12/20	Family Check-In	<a href="#">Presentation</a>
10/14/20	Feedback on Remote Learning 3.0-Fall Family Survey	<a href="#">Presentation</a>
12/15/20	Status of q3 Design for Onsite-Winter Family Survey	<a href="#">Data Highlights</a>
2/1/21	Update on Remote Learning-Winter Survey Data Re-Review	<a href="#">Presentation</a>



# Performance and Progress

## *The Mission in Action*

Now in its 17th year, Two Rivers has remained committed to its mission to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

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

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

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

Another way that students share their learning in the middle school is through student-led conferences and portfolio assessments. First launched during the 2011-12 school year, student portfolio assessments continue to be an important component of the Two Rivers middle school experience and are a compelling example of the mission in action. Students in grades 6 through 8 present a portfolio of high-quality work to their parents and guardians twice a year. Students in grades 4 and 5 also create portfolios to share with their families. Students present three to five pieces of work, and explain the skills, knowledge, and processes necessary to complete the work.

Seventh graders participate in a Passage Portfolio which elevates the stakes for the transition from 7th grade to 8th grade. Students present their work to a panel of Two Rivers staff who then ask probing questions and inspire students to discuss their strengths, areas that need development, and growth over time through revision. Students must pass the Passage Portfolio before they are promoted. This process asks to students to meet intentionally-set high expectations. If students fail within this structure, they are afforded multiple opportunities to learn and grow.

## *Goals and Academic Achievement*

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

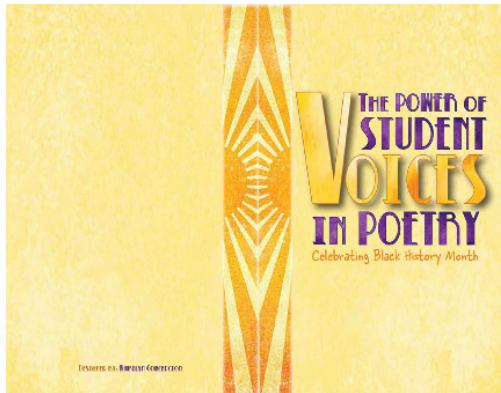
The EL Implementation Review assesses all aspects of school life including curriculum, instruction, assessment, culture and character, and leadership. Each dimension includes several practices, and each practice is scored on a scale of 1 to 5, where 1 indicates initial implementation, a 3 indicates moderate implementation, and a 5 indicates exemplary practice.

Due to COVID and transitions on our EL team, we were not able to complete a full implementation review for the 2020-21 school year. We will be resuming this for all of our campuses in the 2021-22 school year.

# Unique Accomplishments

## 7th grade racial justice poetry called out in Congressional Record

In their expedition showcase on resilience and resistance, 7th graders created individual works of performance poetry. Congresswoman DeLauro was so touched by these pieces, that she had her staff design an electronic booklet with all the poems that she then sent to her colleagues. She then honored the students and their teachers by pronouncing the booklet, "The Power of Student Voices", into the Congressional Record.



## Race and Equity Crews

Two Rivers launched all staff crews focused on cultivating a brave community to address the roots of systemic inequity around race within our systems. Every staff member received a copy of Unconscious Bias in Schools which acted as the anchor text. The crews were delivered in this format to foster collaboration and connection during remote instruction.

## 7th grade engineering expedition featured on local news WUSA9

Reporter Delia Goncalves discovered that learning expeditions are designed to help students solve the world's stickiest problems. With the pandemic taking center stage in their lives, students researched and wrote op-ed articles about problems in their own lives over the last year, such as degrading mental health and increasing food insecurity. Then, they engineered app-based solutions on code.org. The students then promoted their products through commercials.

## Remote Learning Science Expeditions

During the 2020-2021 school year, our traditional Expeditions took on a whole new format. While in Remote Learning, students used individual science kits provided by Two Rivers and incredible, innovative Zoom teaching to ensure every student was hands-on in creating their own understanding of the Science Topic their grade level was learning. Our Pre-Kindergartners used hand weights to understand how your body reacts to exercise. Our 1st grade students caught spiders using critter catchers so they could study and draw them. Our 2nd grade students experimented with the forces of flight- making balloon rockets on string to see how thrust affected their balloon. Our 5th graders used their understanding of the changes of matter to create slime in their kitchens.

## Launch of the Two Rivers Learning Institute

The Two Rivers Learning Institute, the professional development arm of Two Rivers, launched this year with a mission to support Two Rivers mission internally through targeted professional development and to disseminate Two Rivers best practices through courses for individual educators and contracted services with schools and districts.

In its inaugural year, the Two Rivers Learning Institute boasted faculty from across Two Rivers teaching and administrative staff. They offered eight free webinars, seven separate virtual courses, and four evenings of learning conversations. In addition, the learning institute provided targeted professional development services to four outside organizations including charter and traditional public schools from here in DC all the way to Los Angeles Unified School District.

## Long-term Sustainable Facilities Upgrades

Two Rivers invested in two major facilities investments to mitigate the spread of germs and viruses. First Bipolar Ionization units were installed to improve the air quality. Using an ionization process, the BPI system increases the clean air circulating in our system and mitigates the circulation of airborne pathogens. Two Rivers installed touchless bathroom plumbing fixtures and water bubbler bottle fillers to mitigate the spread of germs.

## Support for Two Rivers Community in Need

This year in light of COVID-19 and the greater need within our community Two Rivers created a fundraising campaign, Neighbor in Need to supply those in our school community with emergency food and other supplies. In a period of 4 months we raised over \$60,000 to be disbursed via e-gift cards (to respect COVID-19 restrictions) when needed.

### **Kingman Island Weekly Science Expedition Learning**

During Spring 2021, the fourth grade team at Young took students on a weekly in-person Field Study to Kingman Island to enhance student access to inquiry-based experimentation and critical thinking for the ecology expedition. Students could observe the human impact on living and nonliving things on Kingman Island and use that to inform their work on how to help make the Anacostia Watershed a cleaner environment.

### **Outdoor Weekly Crew at Young**

During the 2020-2021 school year, fourth and fifth grade students at Young were chosen for two Student Leadership Groups: Student Ambassadors and Student Council. Student Ambassadors worked with the Assistant Principal and supported Open Houses, while the Student Council worked with the Dean of Students to support student-facing events such as Community Meetings.

### **6th Graders win Urban Debate District Tournament**

Two Rivers celebrated two 6th graders, Devyn Partin and Hazel Robin-Lerner, for their powerful debate performances. Both students went undefeated and won the Urban Debate District Tournament, which took place in April. Devyn and Hazel were also the top two individual speakers in the Division. This was their last tournament of the Criminal Justice Reform Topic.

### **Parents Lead Anti-Racist Parenting Sessions**

A staple since 2016, Share Your DC is a parent-facilitated “expedition” that fosters connection across all lines of difference (especially race) between Two Rivers parents. In the wake of George Floyd’s murder, parents launched an anti-racist parenting series that drew from the scholarship of Ibram X. Kendi, James Baldwin, and Learning for Justice (formerly Teaching Tolerance). The virtual series engaged dozens of parents and staff from July to November 2020.

### **Pre-School In-Person Learning**

Beginning in February 2021, 18 students in Pre-School at Young returned to campus for in-person learning. Supported by their two classroom teachers, 9 students were on campus Monday-Tuesday and 9 students on Thursday-Friday. While in-person, students connected with their teacher and each other, and engaged in a safe learning environment. Students had morning meeting, played in centers, listened to stories, and played together on the playground. This provided the basis for protocols and ideas to bring other groups of students back to campus in Spring 2021.

### **3rd Grade In-Person Learning**

Beginning in April 2021, 37 students in third grade returned to campus for half day in-person learning. Lead teachers worked with their Urban Teacher Fellows to create a schedule that allowed for all students to have more learning time, while allowing the Lead Teachers to be on campus leading in-person instruction in the mornings. This innovative and unique hybrid schedule allowed all students who were interested the opportunity to come to campus and learn in-person with their teachers.

### **Middle School PCSB High Quality Work Audit**

Two Rivers was chosen to be part of PCSB’s pilot year of a high quality work audit. In the middle school, we submitted a total of 10 student tasks and work samples for ELA and Math across grades 6-8. Out of the 10 tasks that were submitted and assessed, we achieved top scores on 100% of the work samples in the areas of rigorous content, relevance, and practice. This accomplishment reflects our continuous commitment to giving students opportunities to do rigorous, joyful, and meaningful learning and work.

### **Middle School Expedition Partnerships**

Two Rivers remained committed to supporting student learning experiences with meaningful experts and partners in various professional fields. For the 6th grade Climate Change expedition, students worked with Jenn Hatch, who is a program analyst for urban sustainability at the Department of Energy and Environment. They learned about the district’s efforts to make DC carbon-neutral by 2050, and brainstormed climate solutions that the Two Rivers local community could help spearhead and be a part of. In the 7th grade expedition on Resistance and Resilience in the history of slavery, students partnered with Joseph Bush, who is a professional spoken word poet to create resistance poems that counter modern day legacies of slavery. In the 8th grade expedition on Democracy, students created visionary fiction letters using mentor text from Octavia’s Brood: Science Fiction Stories From Social Justice Movements, in which future descendants of their generation in 2021 write about life in a true, more equitable democracy. To write their visionary fiction letters, 8th graders worked with the Pen Faulkner Writing Foundation in writing workshops on envisioning writing ideas and using sensory language to bring their stories to life. Even in a remote learning space, teachers created powerful bridges to real-world learning, empowering students to partner with real-world change-makers to make their impact.

## Fostering Staff Sustainability

Staff sustainability was fostered through increasing retention from 16% to 10.7% between SY 19-20 and SY 20-21. Bi-weekly pulse checks were given to staff whereby staff consistently rated 3.4 on a scale of 5.0. Two Rivers also fostered staff sustainability through implementing remote staff wellness supports such as facilitating affinity group check-ins, regular campus-specific Crew meetings, and listening sessions with school and network leadership.

## Launch of Suite of Communications Platforms

Remote learning required an investment in digital communications to ensure that all members of the community were always up-to-date. Two Rivers heavily expanded its social media presence, running network and site-specific and alumni Instagram accounts (@tworiverspcs, @tryleaders, @4trjoy, @trmsjoy, @go.trconnect). From these accounts, members of the community experienced Instagram Live events, almost daily updates, and a platform for two-way engagement. The school also launched ParentSquare in order to streamline COVID health screener as staff and students attended school in-person. A few teachers piloted the full array of tools in ParentSquare (built-in translation for posts, group and individual messaging, and instant alerts). ParentSquare will be the dominant platform for communication with families in SY21-22. Last, Two Rivers totally overhauled its website to more easily communicate with current and prospective families.

## Two Rivers Featured in Online Publications

From ASCD's Education Leadership: [Is Your Approach to Continuous Improvement Colorblind?](#) by Kristina Kyles-Smith, Alison Lee, and Sarah Fiarman - March 1, 2021

From the Next Generation Learning Challenges Blog:

- [Schools as Communities of Care](#) by Jeff Heyck-Williams - June 5, 2020
- [The Power of Student Choice in Remote Learning](#) by Jeff Heyck-Williams - August 3, 2020
- [Student-Led IEPs: Realizing the Promise of the Individuals with Disabilities Education Act](#) by Rossana Mahvi and Jeff Heyck-Williams - September 15, 2020
- [Teacher Agency During Remote Learning](#) by Elaine Hou - November 5, 2020

- [Getting to Brave: How My School Is Uncovering Our Unconscious Racial Bias](#) by Jeff Heyck-Williams - January 19, 2021
- [Producing High-Quality Work in a Pandemic](#) by Jeff Heyck-Williams - March 10, 2021
- [Why We Need Anti-Racism in Schools](#) by Jeff Heyck-Williams - May 10, 2021
- [Collaboration, Not Competition: The Case for Greater Cross-Sector Sharing in Public Schools](#) by Jeff Heyck-Williams - July 7, 2021
- [Lessons Learned from Remote Teaching: Reevaluating Our Values to Prioritize Connection and Care](#) by Monica Powell - August 26, 2021

Two Rivers student's voices were included in the [Full Spectrum](#) micro-site and report produced by Next Generation Learning Challenges.

An asynchronous video for the Assessment for Learning Conference around [Student-Led IEPs](#).

Two Rivers was featured in the 74 Million article [Legos, Meditation, Video Field Trips: How One School is Using Virtual Clubs to Help Students Break through the Isolation- and Reconnect with Friends During the Pandemic](#).



# List of Donors

The following donors and grantors have contributed monetary or in-kind donations having a value equal to or exceeding \$500 during the 2020-2021 fiscal year:

Arent Fox LLP  
Law Office of Lauren E Baum, PC  
Frances Bicaldo and Gabriel and Mariana Chavez  
Bridgette and Brian Behling  
Jennifer and James Bradbury  
Brady Family Foundation/Andrew Brady Charitable Gift Fund  
Joe and Kendra Briggs  
Benjamin Cannon and Jennifer Lesko  
Redding Cates  
Corey Cines  
Elizabeth and Frank Craddock  
Jennifer and James Congdon  
Amal and Dante Disparte  
Ami and Gray Dziekan  
Eckert & Tarleton, LLC  
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Marlene Siegel  
The Smith Team  
Sylvia and Jason Soltis  
Matthew and Lori Steenhoek  
Aurora Steinle and Mike Lamb  
Sam Swiller  
Target Ivy City  
Teacher Personal Assistant  
Temple Hills Skating, LLC  
Trammell Crow Company  
Alexis and Sean Turner  
Justin Valentine  
Bao Vuong  
Ian and Rose Walton  
Nicole Wetjan  
Kenneth Wong and Sher Salao  
Gary Wu  
Aswathi Zachariah and Richard Greene



# Two Rivers Data Report

Enrollment Data				
School	LEA Name	Two Rivers PCS		
School	Campus Name	4th Street	Young ES	Young MS
PCSB	Ages served	PK3 - 5	PK3-5	6-8
PCSB	Audited Enrollment Total	534	381	
PCSB	PK3 Audited Enrollment	51	36	
PCSB	PK4 Audited Enrollment	45	46	
PCSB	KG Audited Enrollment	50	50	
PCSB	Grade 1 Audited Enrollment	50	51	
PCSB	Grade 2 Audited Enrollment	50	51	
PCSB	Grade 3 Audited Enrollment	50	50	
PCSB	Grade 4 Audited Enrollment	47	51	
PCSB	Grade 5 Audited Enrollment	50	49	
PCSB	Grade 6 Audited Enrollment			105
PCSB	Grade 7 Audited Enrollment			50
PCSB	Grade 8 Audited Enrollment			42

Teacher Employment Data				
		4th Street	Young ES	Young MS
School	Number of Teachers	31	28	23
School	Teacher Attrition Rate	16%	7%	9%
School	Average Teacher Salary			\$77,479
School	Teacher Salary Minimum			\$58,820
School	Teacher Salary Maximum			\$88,120
School	Executive Salaries			175,000 141,659 137,080 126,493 123,493

Student Attendance Data				
		4th Street	Young ES	Young MS
School	Total number of instructional days	174	174	174
PCSB	Suspension Rate	0.0%	0.0%	0.0%
PCSB	Expulsion Rate	0.0%	0.0%	0.0%
PCSB	Instructional Time Lost to Out-of School Suspensions	0.0%	0.0%	0.0%
PCSB	In-Seat Attendance	95.4%	95.6%	95.9%
PCSB	Midyear Withdrawals	2.5%	0.5%	0.0%
PCSB	Midyear Entries	1.3%	0.0%	0.0%
PCSB	Promotion Rate	99.7%		

Instructional Staff Qualifications			
		BA	MA
4th Street	Assistant Teachers	40%	13%
	Lead Teachers	97%	65%
	School Administrators	100%	100&
Young ES	Assistant Teachers	55%	27%
	Lead Teachers	100%	68%
	School Administrators	100%	67%
Young MS	Lead Teachers	96%	57%
	School Administrators	100%	100%
Network	Student Related Service Providers	100%	86%
	Counselors	100%	100%

Teacher Tenure				
		4th Street	Young ES	Young MS
School	New to Two Rivers for 2020	4	3	7
School	1 to 3 years at TR	11	16	13
School	4 or more years at TR	16	9	3

Non-Instructional Staff Qualifications		
	BA	MA
Network Leadership	100%	100%
Network Support	62%	23%

# School Staff

Network Staff	
Kristina Kyles-Smith	Executive Director
Kenneth McCants-Pearsall	Chief Academic Officer
Aurora Steinle	Chief of Staff
Caroline Mwendwa-Baker	4th Street Elementary School Principal
Marcus Johnson	4th Street Elementary School Assistant Principal
Emily Rubin	Dean of Students and Families at 4th Street Elementary School
Muronji Inman-McCraw	Middle School Principal
Mark Nash	Middle School Assistant Principal of Culture
Hakim Johnson	Middle School Assistant Principal of Curriculum and Instruction
Chelsie Jones	Young Elementary School Principal
Susan Freye	Young Elementary School Assistant Principal
Fatima Graham	Dean of Students and Families at Young
Jeff Heyck-Williams	Director of the Two Rivers Learning Institute
Gail Williams	Director of Operations
Khizer Husain	Director of External Relations
Tricia Eisner	Director of Development
Dion Wiltshire	Senior Director of Finance
Mary Gornick	Director of Human Resources
Nichel Bryant	Director of Student Support
Dawnyela Meredith	Director of Two Rivers Connect
Rossana Mahvi	Director of Specialized Instruction
Nick Eckert	Development Associate
Alex Mackey	Manager of Foundations and Grants
Katona Johnson	Academic Counselor (My High School Search)
Molly France	Instructional Guide
Elaine Hou	Instructional Guide
Stephanie Cade	Instructional Guide
Genifer Salandy	Student Support Coordinator
Shanon Redman	Student Support Coordinator
Kristal Gruber	Student Support Coordinator
Lynn Moluf	Program Associate
Christina Radden	Program Associate
Iasia Brown	Student Administration Manager
Corinne Wilkerson	Data Manager
Liz Riddle	Business Program Associate

Sam Stocks	Human Resources Associate
Natalia Jones	Hiring Coordinator
Michelle Kimso	Executive Assistant
Tameka Faison	Assistant Director of Operations
Melanie Jacobs	Operations Associate
Alysha Brown	Operations Manager
Pretrece Smith	Operations Associate
Brianna Little	Front Desk Receptionist
Bridget Espana	Front Desk Receptionist
Alexis Hutto	Enrollment and Recruitment Associate
Christopher Headecker	Food Service Coordinator
Tom Rhodes	Building Engineer
An Nguyen	Maintenance Technician
Tristan Evans	Communications Associate
Re'Jeanne Johnson	Administrative Assistant
Mishael Washington	Administrative Assistant
Demetrea Joyner	Administrative Assistant

Young Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Hannah Rosen	PS	Emma Scheibel
Helen Gasperetti	PS	Rachell Richardson
Maria Nguyen	PK	Ajulu Oluka
Sherrie Nesbitt	PK	Cheryl Ouzts
Christine Nwosu	K	Stacey Tillman
Schriram Chauhan	K	Shawntika Johnson
LaKiesha Watson	1	
Chelsea Rivas Shannon Schmidt	1	Tony Bahlibi
Tyrone Ferrell	2	Talika Newbon
Lindsay Browne	2	Karolyn Cousin
Tuli Malarin	3	Miya Green
Jonna Coran	3	Rachael Heller
Ralph Ogundiran	4	Brittany Sims
Alison Cross	4	Lavelle Calhoun
Ashley Coleman Katrina Delaney	5	Stephanie Dyson
Ryan Townsley	5	Ariel Griffin
Myshia Cheatham	Assistant Teacher & Floating Substitute	DiAnna Stewart

# School Staff

4th Street Elementary School Instructional Staff		
LEAD TEACHER/ CO-TEACHER	GRADE	ASST. TEACHER
Donna James	PS	Andrew Lofton
Kendall Doyle	PS	Steph Stakas
Kat Henry	PS	Cheyenne Scarver
Chantel Evans	PK	Natalie Hernandez
Talia Roth	PK	Evette Gibbs
Tamela Odom	K	Allegra Hall
Lexie Seidel	K	Portia Nicholson
Kai Blackwood	1	Suzanne Martin
Marissa Corbett	1	Sha'Quale Davis
Kelly August Peter Gamber	2	Derrick Brown
Victoria Cayard Francine Perry	2	Xavier Scott
Katie Dunn	3	Christel Davis
Rachel Owens	3	Amy Chao
Gaby Peda	4	Aeisha Harrington
Katie Mancino Ester Kim	4	Khadeem Wynter
Antionette Smith Guyton	5	Ayawnie Wingate
Elizabeth Weis	5	Shawn Scileppi-Gonzalez
Vonja Jones Ashley Taliaferro	Assistant Teacher & Floating Substitute	Natalie Wood

Counselors and Specialists	
Sasha Clayton	Counselor
Tiffanie Featherstone	Counselor
Leonardine Pacombe	Counselor
Ericka Nelson	Counselor
Elizabeth LeBoo	ELL Teacher
Ashley Geohagan	ELL Teacher
Adrianna Palestine	Speech Language Pathologist
Sarah Petry	Speech Language Pathologist
Tiffany Jacobs	Speech Language Pathologist
Kristin Spivey	Speech Language Pathologist
Karena Wilson-Plater	School Psychologist
Lily Damico	Occupational Therapist
Shelby Wood	Occupational Therapist

Special Education Teachers	
Jazmin Heartfield	Raquel Ceppi
Kate Cooper	Selena Taylor
Tyler Dendy	Vincent Mak
Courtney Legg	Zo Clement
Chavon Hyatt-Jackson	Lindsay Bellis
Sam Dillon	Kate Lucas
Lesley Riddick	Teruko Garnett
Beth Calano	Brooke Knapp
Bahiya Pleasant	

Middle School Instructional Staff	
Ama Teasdell	Language Arts
Carolina Riveros-Ruenes	Language Arts
Monica Powell	Language Arts
Adijat Agbo-Ola	Language Arts
Nicole Clark	Social Studies
David Frieble	Mathematics
Khabeer Salaam	Mathematics
Cornelia Smith	Mathematics
Chaka Dorcean	Mathematics
Matt Hobbs	Expeditions
McKenzie Baecker	Science
Allyse Hellmich	Science
Nialla Sumbry	Floating Substitute

Subject Specials	
Ruth Skutt	Art
Allison Yood	Art
Antwan Dessausure	Physical Education - Young
Delonte Johnson	Physical Education - 4th Street
Tarik Cranston	Physical Education - Middle School
Dante' Pope	Music
Rolanda Carter	Music
Blanca Sanchez Cole	Spanish - Middle School
Cody Encarnacion	Spanish - 4th Street
Elizabeth Dilone	Spanish - Young
Dilenia Dilone-Aberu	ECE Spanish
Suzanne Katz	Drama - ES/Young
Tonia Vines	Drama/Arts Coordinator-Young/MS

# Board of Trustees

During the 2020-2021 school year, the Board of Trustees for Two Rivers Public Charter School was comprised of the following members:

Clara Haskell Botstein\* - Chair

Nick Rodriguez\*-Transition Committee

Two Rivers Parent

Kimberly Eddings-DEI Committee Co-Chair

Eli Schlam-DEI Committee Co-Chair

Malik Husser-Governance Committee Member

Saumil Shah\*-Treasurer

Reem Labib Tyson\*-Academic Excellence Committee

Matthew Steenhoek\*-Finance Committee Member

Co-Chair

Anne Lackwitz-Academic Excellence Committee

Penelope Talley Thornton-Transition Committee Chair

Co-Chair

Anne McElwain\*-Development Committee Chair

Justin Valentine\* - Vice Chair

John Phillips\*-Development Committee Member

Aswathi Zachariah\*-Secretary

Two Rivers Parent

Lucas Pipes\*-Finance Committee Member

Kristina Kyles-Smith, Executive Director-Ex. Officio

\* Resident of the District of Columbia

\*\*In June 2021, Clara Haskell Botstein stepped down as Board Chair after 4 years of service. Aswathi Zachariah was voted Board Chair at that time.

# Finance

Income Statement July 2020 through June 2021.

Income Statement		Year-To-Date	
		Actual	Budget
<b>Income Statement</b>			
Revenue			
State and Local Revenue	20,557,684	20,028,361	
Federal Revenue	1,986,865	1,819,288	
Private Grants and Donations	334,481	508,313	
Earned Fees	299,457	256,282	
Donated Revenue	71,593	242,500	
<b>Total Revenue</b>	<b>23,250,080</b>	<b>22,854,744</b>	
Expenses			
Salaries	12,348,773	12,284,042	
Benefits and Taxes	2,640,805	2,744,619	
Contracted Staff	26,993	82,127	
Staff-Related Costs	102,912	169,068	
Rent	55,973	55,973	
Occupancy Service	931,613	1,115,027	
Direct Student Expense	1,001,149	1,245,091	
Office & Business Expense	1,442,064	1,231,056	
Donated Expense	6,241	242,500	
Contingency	0	100,000	
<b>Total Expenses</b>	<b>18,556,524</b>	<b>19,269,502</b>	
<b>Operating Income</b>	<b>4,693,556</b>	<b>3,585,241</b>	
Extraordinary Expenses			
Interest	2,245,022	2,322,502	
Depreciation and Amortization	1,789,633	1,865,244	
<b>Total Extraordinary Expenses</b>	<b>4,034,655</b>	<b>4,187,746</b>	
<b>Net Income</b>	<b>658,901</b>	<b>(602,505)</b>	

# Finance

## Balance Sheet

Balance Sheet		6/30/20	6/30/21
		Last Year	Current
<b>Assets</b>			
Assets			
<b>Current Assets</b>			
Cash		6,840,554	8,868,408
Accounts Receivable		1,152,650	1,826,635
Other Current Assets		445,941	365,271
Intercompany Transfers		29,879	29,879
Total Current Assets		8,469,024	11,090,192
<b>Noncurrent Assets</b>			
Accounts Receivable		0	6,241,162
Facilities, Net		35,567,888	42,378,915
Operating Fixed Assets, Net		536,863	5,479,428
Rental Deductions		0	1,717,102
Restricted Cash		147,282	4,938,538
Total Noncurrent Assets		36,252,032	60,755,144
<b>Total Assets</b>		44,721,056	71,845,336
<b>Liabilities and Equity</b>		<b>Last Year</b>	<b>Current</b>
Liabilities and Equity			
<b>Current Liabilities</b>			
Accounts Payable		4,013,438	397,304
Other Current Liabilities		8,447,322	322,141
Accrued Salaries and Benefits		710,897	752,968
Total Current Liabilities		13,171,657	1,472,413
<b>Equity</b>			
Unrestricted Net Assets		7,676,140	10,399,980
Net Income		2,447,954	658,901
Temporarily Restricted Net Assets		642,239	366,354
Total Equity		10,766,334	11,425,234
<b>Long-Term Liabilities</b>			
Senior Debt		19,628,697	54,140,232
Subdebt		1,110,581	0
Other Long-Term Liabilities		43,788	4,807,457
Total Long-Term Liabilities		20,783,065	58,947,689
<b>Total Liabilities and Equity</b>		44,721,056	71,845,336

# Finance

Budget based on approved 2021-22 budget.

## Income Statement (FY22 budget)

		SY21-22
Revenue		
	State and Local Revenue	21,871,394
	Federal Revenue	2,143,344
	Private Grants and Donations	357,873
	Earned Fees	306,538
	Donated Revenue	255,945
	Revenue Total	24,935,094
Expenses		
	Salaries	13,679,178
	Benefits and Taxes	3,011,663
	Contracted Staff	187,748
	Staff-Related Costs	86,096
	Rent	55,973
	Occupancy Service	1,377,618
	Direct Student Expense	1,802,703
	Office & Business Expense	1,352,074
	Contingency	107,655
	Donated Expense	255,945
	Expenses Total	21,916,653
<b>NET ORDINARY INCOME</b>		<b>3,018,442</b>
Extraordinary Expenses		
	Depreciation and Amortization	2,207,618
	Interest	2,278,332
	Extraordinary Expenses Total	4,485,950
<b>TOTAL EXPENSES</b>		<b>26,402,603</b>
<b>NET INCOME</b>		<b>(1,467,508)</b>
Cash Flow Adjustments		
	Add Depreciation	2,207,618
	Operating Fixed Assets	(489,974)
	Buildings	(52,000)
	Other Operating Activities	107,436
	Facilities Project Adjustments	372,184
	Cash Flow Adjustments Total	2,145,264
<b>CHANGE IN CASH</b>		<b>677,756</b>
Starting Cash Balance		9,116,633
Change In Cash		677,756
<b>ENDING CASH BALANCE</b>		<b>9,794,388</b>