Crossroads Charter Schools

Crossroads Monthly Board Meeting

Date and Time

Monday June 22, 2026 at 5:00 PM CDT

Location

Zoom: https://us06web.zoom.us/j/85343332963?pwd=0aHwhDflZHffGlhBgL9En0p0aSgWnk.1

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance		Spark Bookhart	1 m
	B. Call the Meeting to Order		Spark Bookhart	
	C. Approve Minutes	Approve Minutes	Spark Bookhart	1 m
	Approve minutes for Crossroads Monthly Board Meeting on May 18, 2026			
II.	**Public Comment**			
III.	**Educational Excellence**			**5:02 PM**
	A. Alternative Methods of Instruction Plan	Vote	Karis Parker	5 m
	Karis Walker to present the district's AMI plan			

		Purpose	Presenter	Time
B.	Federal School Plans	Vote	Karis Parker	10 m
IV.	**Finance**			**5:17 PM**
A.	May Check Register	Vote	Jillian Linn	3 m
B.	May Financial Report	FYI	Latresse Yarbough	3 m
C.	FY27 Budget	Vote	Latresse Yarbough	10 m
V.	**Operations**			**5:33 PM**
A.	Bond Update	FYI	Jose Leos	5 m
VI.	**Governance**			**5:38 PM**
A.	New board members	Vote	Spark Bookhart	10 m
B.	FY27 Board Meeting Dates	Vote	Spark Bookhart	5 m
VII.	**Closing Items**			**5:53 PM**
A.	Adjourn Meeting	Vote		

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Crossroads Monthly Board Meeting on May 18, 2026

APPROVED

Crossroads Charter Schools

Minutes

Crossroads Monthly Board Meeting

Date and Time
Monday May 18, 2026 at 5:00 PM

Crossroads Preparatory Academy
816 Broadway
KCMO 64105

Trustees Present
C. Mitchell, D. Charity, J. Linn, J. Schwartz, J. Williams, P. Hardwick, S. Bookhart

Trustees Absent
L. Weekly, W. King

Guests Present
J. Leos, K. Parker, L. Yarbough, T. McDowell

I. Opening Items

A. Call the Meeting to Order

B. Record Attendance

C. Approve April Minutes

P. Hardwick made a motion to approve the minutes from Crossroads Monthly Board Meeting on 04-27-26.
J. Schwartz seconded the motion.
The board **VOTED** to approve the motion.

D. Approve May Agenda

J. Williams made a motion to Approve May Agenda with the deletion of the closed session.
J. Schwartz seconded the motion.
The board **VOTED** to approve the motion.

E. Public Comment

No public comments

II. School Spotlight

A. District Awards

The FY 26 District Award Nominees and Winners were announced and celebrated. https://drive.google.com/file/d/1xS5y6ZOrEyGxmFOdLcaybsk1bGETVpOq/view?usp=sharing

III. Finance

A. April Check Register

J. Linn made a motion to Approve the April Check Register.
J. Williams seconded the motion.
The board **VOTED** to approve the motion.

B. April Financials and Draft FY27 Budget

Latresse Yarbough shared the April Financials and the third draft of the FY27 budget.

IV. Governance

A. Board Member Recruitment

Discussed transitions of board members and new board members coming on in July.

B. Closed Session

Closed session was not needed

V. Closing Items

A.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:03 PM.

Respectfully Submitted,
T. McDowell

Coversheet

Alternative Methods of Instruction Plan

Section: III. Educational Excellence
Item: A. Alternative Methods of Instruction Plan
Purpose: Vote
Submitted by:
Related Material: AMI pages 1 and 2.pdf

ALTERNATIVE METHODS OF INSTRUCTION APPLICATION

2026-27

MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION — OFFICE OF QUALITY SCHOOLS

1 Instructions | 2 AMI | 3 Assurances

ALTERNATIVE METHODS OF INSTRUCTION (AMI)

Section 171.033, RSMo, allows LEAs to apply to the Missouri Department of Elementary and Secondary Education (DESE) to implement an approved plan for AMI in lieu of requiring the LEA to make up time lost due to exceptional or emergency circumstances.

Guidance for LEAs can be found here.

1. On days that the district implements the AMI plan, the LEA is (check all that apply): *

- [x] Reviewing and reinforcing previously taught skills
- [ ] Introducing new concepts
- [ ] Other (Please describe)

Describe:

2.a. How will the LEA communicate the purpose and expectations of AMI to students and parents through multiple methods? (check all that apply) *

- [ ] Student handbooks
- [x] Website
- [ ] Brochure/flyer
- [x] Email
- [ ] Parent/student meetings
- [ ] Other (Please describe)

Describe:

2.b. When will the LEA communicate the purpose of AMI days? (check all that apply) *

- [x] Early in the school year
- [ ] With reminders at least quarterly
- [x] Other (Please describe)

Describe:

Reminders as needed

3. How will the LEA communicate the implementation of AMI days to students and parents? (check all that apply) *

- [x] Social media
- [x] Email
- [ ] Phone call
- [ ] Text
- [ ] Other (Please describe)

Describe:

4. On AMI days, the LEA will use the following types of materials and assignments to effectively facilitate teaching and support learning for the benefit of students (check all that apply): *

- [ ] Textbooks

- [ ] Library/classroom library books
- [x] Packets/worksheets
- [ ] Manipulatives
- [x] Learning games
- [x] Teacher created materials
- [x] Other (Please describe)

Describe:

Online lessons

5a. On AMI days, attendance will be determined by the completion of lessons and activities in the following manner (check all that apply): *

- [x] Completion of lessons and activities turned in the **next day** of attendance
- [x] Electronic submission of lessons and activities on the AMI day or the **next day** of attendance
- [x] Log of electronic/web-based/app activity
- [ ] Other (Please describe)

5b: LEA attendance determination for AMI.
Describe: *

Students may join their teacher on zoom to participate in lessons, students

6. The LEA provides instruction on AMI days using the following methods (check all that apply): *

- [x] Teacher's notes with instructions and examples
- [ ] Downloaded instructions to thumb drive/flash drive
- [ ] Downloaded instructions to a device
- [x] Virtual instruction (Synchronous, Asynchronus)
- [x] Instruction provided through a learning management system
- [ ] Other (Please describe)

Describe:

7. The students are engaged in learning on AMI days using the following methods: *

- [x] Independent practice and application of previously taught concepts
- [x] App or web-based software to teach/reinforce concepts
- [x] Virtual instruction (Synchronous, Asynchronous)
- [ ] Assigned reading, study, or activity to introduce new concepts
- [ ] Other (please describe)

Describe:

8. The LEA provides equitable access to instruction to all students. If electronic methods will be used, the LEA is providing students with (check all that apply): *

- [ ] Chromebook
- [ ] iPad
- [x] Other (please describe)

Describe:

Macbooks for 9-12

9. How are students accessing the internet? (check all that apply) *

- [x] Parent provided connection

- [ ] District provided connection (please describe what the LEA is providing)
- [x] Other (please describe)

Describe:

We provide hotspots as needed for families

10. The LEA assures that the instructional plan for AMI days for students with disabilities is documented in each student's individualized education program (IEP) according to the guidance developed by DESE's Office of Special Education.

Guidance for implementing AMI for students with disabilities is available here. *

- [x] I confirm that our district's AMI Plan meets this requirement.

11. How will the LEA ensure that teachers and other certified personnel are available to communicate with students on AMI days? (check all that apply)

Note: If internet is not provided by the LEA, please check other and explain. *

- [x] Email
- [x] Platform (Seesaw™, Google™, etc)
- [ ] Messaging/chat through learning management system
- [ ] Messaging through other electronic means (Remind™, etc.)
- [ ] Other (please describe)

Describe:

AMI plan has been submitted and approved by local school board/sponsor.
Date submitted/approved: *

MO 500-3226 (Rev 06-25)

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Coversheet

Federal School Plans

Section:	III. Educational Excellence
Item:	B. Federal School Plans
Purpose:	Vote
Submitted by:	
Related Material:	CCS Title I.A LEA Plan.docx Title II.A Plan .docx Title III EL Plan .docx Title IV.A LEA Plan .docx ESEA CPA Building Level Plan .docx ESEA QH Building Level Plan .docx ESEA CS Building Level Plans .docx LEA Parent and Family Engagement.docx.pdf FY27 Federal Programs & School Improvement Plans (1).pdf

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - Title I.A LEA **Version:** Revision 1 **Status:** Approved

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and sch

ESEA Plan Home | Print | Cancel Print Mode

Title I.A LEA

INTRODUCTION

When approved by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amen (ESSA), Section 1112, which states that a local educational agency (LEA) may receive funds under ESEA/ESSA for any fiscal year only if the LEA has on file with the Department a pla
The plan shall be approved only if the State determines that the plan:

- Provides that schools served substantially helps children meet the challenging Missouri Learning Standards, and
- Meets all requirements of the Title I.A LEA plan as described in ESEA/ESSA.

Section 1112 (a)(3)

The approved plan will remain in effect for the duration of the LEA's participation in ESEA/ESSA programs. *Section 1112 (a)(4)* The

LEA shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State. *Section 1112 (a)(5)* **All**

check boxes marked in this plan indicate an assurance on the part of the LEA.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS *Section 1112 (b)(1)(A) and (B), (b)(5), and (b)(9)*

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by

☑ Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. *Section 1112 (b)(1)(A)*

The LEA will monitor students' progress in meeting the challenging Missouri Learning standards by ☑

Identifying students who may be at risk for academic failure. *Section 1112 (b)(1)(B)*

Schoolwide Program Buildings *Section 1112 (b)(5)*

School		Category
6905	CROSSROADS - QUALITY HILL	ELEMENTARY
6990	CROSSROADS - CENTRAL STREET	ELEMENTARY
1905	CROSSROADS PREPARATORY ACADEMY	HIGH

Describe method(s) of identifying students who may be at risk for academic failure:

Crossroads Charter Schools district teachers, administrators, and parents have met to discuss needed services to be funded by Title I. The district has chosen the IReady program to screen

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

☑ Providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic sta *(5)*

☑ Title I.A Funded Supplemental Instruction: Subject areas and grade levels to be served (mark all that apply)

Subject areas and grade levels to be served (mark all that apply) Subject area(s) reported here should match staff reported on the Supporting Data page		
☑ Math	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☑ 8 ☑ 9 ☑ 10 ☑ 11 ☑ 12 ☑	
☑ Reading	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☑ 8 ☑ 9 ☑ 10 ☑ 11 ☑ 12 ☑	
☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

EARLY CHILDHOOD EDUCATION SERVICES *Section 1112 (b)(1)(A), and 1113(c)(5)*

◉ The LEA will not use Title I funds to support a preschool program for children. ○
The LEA will use Title I funds to support a preschool program for children.

Preschool Program (mark all that apply)

Program Type		
District-Wide	Targeted	Schoolwide
☐	☐	☐

☐ Title I funds will be used by the LEA to provide preschool services for children in:

- ☐ Head Start
- ☐ Other comparable community preschool programs
- ☐ Not Applicable

☐ The LEA will implement one of the research-based preschool curriculums approved by the Department (check all that apply)

- ☐ Creative Curriculum
- ☐ Emerging Language and Literacy Curriculum
- ☐ High/Scope
- ☐ Project Construct
- ☐ Montessori

Title I.A Funded Preschool Personnel

☐ Instructional Teacher	
☐ Instructional Paraprofessional	
☐ Other	

Title I.A Funded Preschool Services

Days of Service	☐ Four Day Program ☐ Five Day Program
Length of School Day	☐ Full Day ☐ Half Day
Age of Students Served	☐ One year prior to entering kindergarten ☐ One and Two years prior to entering kindergarten

EARLY CHILDHOOD EDUCATION COORDINATION AND TRANSITION *Section 1112 (b)(8)*

○ Not applicable; no early childhood education programs exist at the LEA or building level.

◉ The LEA will support, coordinate, and integrate Title I.A funded services with early childhood education programs at the LEA or school level, including plans for the transition school programs.

Describe activities to support, coordinate, and integrate:

Crossroads participates in the PreK Collaborative and has a PreK classroom at St. Marks and will open a new classroom at Operation Breakthrough. Crossroads will support, coordinate, and integrate activities in the early childhood education program at the school level by establishing PreK transition team to include the PreK staff, Kindergartenteacher, and school administrator. Transition team will meet during the year to collaborate and review how funds are used in the PreK program at the school level and make plans for the transition of the children into elementary school. We will also align the curriculum to the state's Early Learning Standards and and provide technical assistance for district/school leaders, teachers, and other learning professionals.
Strategies will be developed that promote early learning activities that will improve performance on the state's K-12 accountability indicators.

Describe transition activities:

Crossroads will support, coordinate, and integrate activities in the early childhood education program at the school level by: providing alignment of district's curriculum to state's Early Childhood Learning Standards; using a screening assessment tool that will be used as a pre/post assessment to determine child's progress; planning a Parent/Student/Family tour of the building; sharing assessment data with appropriate staff and parents; making resources available for supporting child's transition to next level; promoting family engagement in two-way communication, shared decision-making, and data-driven improvements.

TRANSITIONS *Section 1112 (b)(10)*

☑ The LEA will implement strategies to facilitate effective transitions for students from middle grades to high school.

Describe transition strategies to facilitate effective transitions for students from middle grades to high school:

Students participate in advisory/home room class to discuss study skills, time management, and transition to high school. Students participate in Career Exploration activities through Prep KC to understand own skill set and interest in various careers.

◉ The LEA will implement transition strategies to facilitate effective transitions for students from high school to post-secondary education:

○ Not applicable; the LEA is a K-8.

Describe transition strategies to facilitate effective transitions for students from high school to post-secondary education:

All students have an ICAP that outlines their goals and interests. We've hired a College and Career Counselor who works with our high school students in planning for post-secondary options.

If applicable, describe those strategies that are coordinated with institutions of higher education, employers, and other local partners:

Our counselors work with several colleges to provide school tours, guest speakers, and engagement activities (application assistance, sports, etc.) Through our Real World Learning program, our students participate in internships, job shadows, and client-based projects with various businesses, nonprofits and local organizations. We've connected with a military recruiter who meets with students interested in that route.

If applicable, describe those strategies that increase student access to early college high school or dual or concurrent enrollment opportunities or career counseling to identif

We offer dual credit with both UMKC and MCC. We also offer an early college academy through MCC.

MONITORING STUDENTS' PROGRESS IN MEETING MISSOURI LEARNING STANDARDS (continued)

Section 1112 (b)(1)(D)

The LEA will monitor students' progress in meeting the challenging Missouri Learning Standards by

☑ identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

Describe (including delivery system, personnel, etc.) instructional and other strategies not previously mentioned:

We utilize high-quality student academic assessments, in addition to the Missouri Assessment Program (MAP), to assist in diagnosis, teaching, learning, and monitoring in the classroom, enabling low-achieving children to meet Missouri's Learning Standards and do well in the local curriculum; to determine the success of children served and to provide information to teachers, parents and students on progress made; and to determine what revisions are needed:

a.) Reading
MAP Communication Arts scores
MindPlay
IXL
Woodcock-Johnson III
iReady
Other: District created interims aligned to Missouri Standards

b.) Math
MAP Math scores
Woodcock-Johnson III
iReady
Other: District created interims aligned to Missouri Standards

ENSURING TEACHER QUALITY FOR ALL

Section 1112 (b)(2)

☑ The LEA will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, ine

Describe methods of identifying and addressing disparities in ineffective teachers (LEAs should reference MOSIS/Core Data Screen 18A when writing this description):

Through our hiring process, we aim to hire 100% certified staff. Struggling teachers work with instructional coaches and administration in order to improve their effectiveness.

Describe methods of identifying and addressing disparities in inexperienced teachers (LEAs should reference MOSIS/Core Data Screen 18 when writing this description):

School administrators and instructional coaches monitor classrooms weekly, observe, provide feedback, and develop PD plans for instructional staff as an administrative team. We provide intensive push-in coaching (interventions) to model lessons and provide targeted support. We include teachers, as needed, in the BTAP program for additional services. We also partner with external organizations for additional support and intervention.

Describe methods of identifying and addressing disparities in out-of-field teachers (LEAs should reference the Staff Assignment Report found in Educator Qualifications in DE description):

School administrators and instructional coaches monitor classrooms weekly, observe, provide feedback, and develop PD plans for instructional staff as an administrative team. We provide intensive push-in coaching (interventions) to model lessons and provide targeted support. We include teachers, as needed, in the BTAP program for additional services. We also partner with external organizations for additional support and intervention.

NEGLECTED CHILDREN

Section 1112 (b)(5)

◉ The LEA does not receive funds for Title I.A Neglected Children.

○ The LEA serves neglected children residing within the boundaries of the LEA in the following setting(s) (check all that apply):

The PART 1-A NEGLECTED SCHOOL CHILDREN form is required to be uploaded.

Neglected Information: Choose File No file chosen Upload

☐ Local institution

List:

☐ Community day school program

List:

List: Describe the nature of the services at the Local institution and/or the Community day school:

HOMELESS CHILDREN AND YOUTHS

Section 1112 (b)(6) and Section 1113 (c)(3)(A)

☑ The LEA will provide services with their set aside to support the enrollment, attendance, and success of homeless children and youth, including providing services comparab funded schools.

Describe services that will be provided:

Funds will be used to purchase school uniforms and supplies and personal hygiene supplies.

DISCIPLINE

Section 1112 (b)(11)

☑ The LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom which may include identifying and supporting schools with by each of the subgroup of students defined by the National Assessment of Educational Progress Authorization Act.

Describe support:

Teachers are trained in BIST, Restorative Justice, and Trauma Informed Practices.

EXPERIENTIAL AND WORK-BASED LEARNING OPPORTUNITIES

Section 1112 (b)(11)

○ Determined not appropriate by the LEA; such programs not supported by LEA.

◉ The LEA will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies and work-bas

Describe programs:

Through Real World Learning and Manual Tech, students have the opportunity to practice career skills and solve problems for their community.

OTHER USES OF FUNDS

Section 1112 (b)(13)(A) and (B)

- [x] The LEA will not use funds to meet purposes of these other programs.
- [ ] The LEA will use funds to assist schools in identifying and serving gifted and talented students.

Describe use of funds:

- [ ] The LEA will use funds to assist schools in developing effective school library programs.

Describe use of funds:

PARENT COMMENTS

Section 1116 (b)(4)

The Title I.A LEA Plan is satisfactory to parents of participating students.

- (•) Yes
- ( ) No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

District/LEA Comments

DESE Comments

Email: donisha.ray@dese.mo.gov
Current User: lyarbough

ePeGS

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - Title II.A **Version:** Revision 2 **Status:** Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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Title II.A

INTRODUCTION

The Title II.A LEA Plan is developed for the purpose of:

(1) increasing student achievement consistent with the Missouri Learning Standards;
(2) improving the quality and effectiveness of teachers, principals, and other school leaders;
(3) increasing the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
(4) providing low-income and minority students greater access to effective teachers, principals, and other school leaders. *Section 2001*

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Section 2102, which states that a local educational agency (LEA) may receive funds under Title II of ESEA/ESSA for any fiscal year only if the LEA has submitted an application to the Department. *Section 2102 (b)*

ACTIVITIES

○ After consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), nonpublic school leaders (in an LEA that has nonpublic schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II.A the LEA will transfer or REAP Flex ALL Title II.A funds.

◉ The LEA will fund and carry out activities to achieve the purposes of Title II. *Section 2102 (b)(2)(A)*

Describe activities:

CCS is a school-wide pool district. Through budgeting allocations, funds throughout the district will be used to provide high-quality professional development aligned to state standards and school improvement goals, support recruitment and retention of effective educators, and build leadership capacity.

☑ These activities will be aligned with the Missouri Learning Standards. *Sections 2102 (b)(2)(A)*

Describe alignment activities:

CCS will use Title II funds to support professional development, recruitment, and leadership growth activities aligned with the Missouri Learning Standards to improve teacher effectiveness and student achievement.

SYSTEMS OF PROFESSIONAL GROWTH AND IMPROVEMENT

☑ The LEA has systems of professional growth and improvement (e.g. induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership).

Describe systems of professional growth and improvement:

Ongoing professional development is aligned to district and school needs, emphasizing evidence-based instructional strategies and data-driven decision-making. CCS teachers are provided mentoring, coaching, and collaborative leadership opportunities to build capacity, increase lead initiatives, and contribute to a system of professional growth.

PRIORITIZING FUNDS

- (●) The LEA will prioritize funds for comprehensive support and improvement schools and/or targeted support and improvement schools.

Describe how the LEA will prioritize funds to these schools:

CCS is school school-wide pool, and title funds are pooled for the district. All schools will receive targeted funding to strengthen instructional practices, expand professional development opportunities, and provide coaching or mentoring to address areas of greatest need.

- ( ) Not applicable (no targeted/comprehensive schools)

- [x] The LEA will prioritize funds to schools that have the highest percentage of economic deprivation.

Describe how the LEA will prioritize funds to schools with highest percentage of economic deprivation:

CCS is school school-wide pool, and title funds are pooled for the district. CCS reviews district and school-level data and budgets to address the districts needs and will implement comprehensive plan to direct funds to strengthen professional development, provide targeted instructional support, and address staffing needs that most directly impact student achievement.

USING DATA AND ONGOING CONSULTATION

- [x] The LEA will use data and ongoing consultation to continually update and improve Title II activities.

Describe how the LEA will use data and ongoing consultation:

CCS will rely on data collected from the following sources, such as but not limited to teacher evaluations, student achievement data, classroom observation results, and staff surveys, to continually update and improve Title II activities. CCS will also engage in ongoing consultation with principals, instructional coaches, teacher leaders, and other stakeholders throughout the year through regular feedback sessions, staff meetings, and surveys.

PROVIDING EQUITABLE SERVICES TO NONPUBLICS

- ( ) The LEA will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school students, teachers, and other educational personnel in nonpublic schools.
- (●) Not applicable

COORDINATING ACTIVITIES WITH OTHER PROGRAMS

- [x] The LEA will coordinate professional development activities with professional development activities provided through other Federal, State, and local programs.

District/LEA Comments

DESE Comments

Email: donisha.ray@dese.mo.gov
Current User: lyarbough

Improving Lives through Education Ver.

ePeGS

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - Title III EL **Version:** Revision 2 **Status:** Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

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Title III - EL PLAN

The Elementary and Secondary Education Act of 1964 (ESEA) states each eligible entity desiring Title III funds from the State Educational Agency (SEA) shall submit a plan with the application containing information as required to be reviewed by the Missouri Department of Elementary and Secondary Education (DESE).

PLAN REQUIRED (ESEA Sec. 3116 (a)) - Local Education Agencies (LEAs) shall submit a plan to DESE explaining how it will use Title III-EL funds.

Address each of the following:

Describe the programs and activities the LEA will develop, implement, and administer with Title III-English learner (EL) funds.

We have a full time Exceptional Learners Director who works closely with our 5 EL teachers to provide services supplemental to the core instruction such as push in, pull out and professional development and training for staff to strengthen language acquisition, strengthen direct instructional support, instructional materials, curriculum resources, and software aligned with Missouri Learning Standards and WIDA.

Describe how the LEA will promote parental and community engagement/participation in programs for English learners.

Our Exceptional Learners Director works closely with our EL families to help them become or continue to be engaged in the school community. The EL staff work to ensure all documents such as but no limited to event flyers are translated for EL Students and families to promote engagement. CCS also has a "new comer class" for EL students and their families to help students better adapt to, not only the CCS culture, but also learning in the United States. Each EL Teachers also takes their EL group on their caseload along with their families on a field experience (field Trip) that promotes community engagement.

LEA agrees to the following assurances:

- [x] the LEA has based its proposed plan on findings of most recent evaluations related to English learners demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects;
- [x] the LEA ensures that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards;
- [x] the LEA is not in violation of any State law, including State constitutional law, regarding the education of English learners consistent with ESEA; and
- [x] the LEA has consulted with teachers, researchers/evaluators, school administrators, and parents, and, if appropriate, with education-related community groups and nonprofit organizations, and institutions of higher education, in developing its plan to provide English language instruction.

REQUIRED ACTIVITY ESEA Sec 3115 (c) - Explain how the LEA will use Title III EL funds to increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of English learners and demonstrate success in increasing:

English language proficiency

We have 5 EL teachers that provide co-teaching, push-in, and pull out services for identified students. Title III funds are included in School Wide Pool funding and will be use toward a portion of their salary. The EL teachers use WIDA to help identify the best resources and course of action for each individual student.

Student academic achievement;

Title III funds are included in School Wide Pool funding and will be use toward a portion of their salary. The EL teachers develop annual plans with goals and outcomes that are reviewed with the student, families and teachers to ensure consistent and continued growth. The Exceptional Learners Director implements testing resources to assist with tracking plan development/growth/goals/outcomes.

REQUIRED ACTIVITY ESEA Sec 3115 (c) - Describe how the district will provide effective professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel, that is:

designed to improve the instruction and assessment of English learners;

Our Exceptional Learners Director will be providing ongoing professional development to all staff in the area of best EL practices, training on how to use student data to informed instruction, and on how to unpack the connection between language standards and MO standards (in both content and language acquisition.

designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;

Our Exceptional Learners Director will be providing ongoing professional development to all staff along with contracting with outside vendors to assist in the area of best EL practices. Including but not limited to classroom observation and providing detailed feedback and target PD follow ups with plans. Our Exceptional Learners Director also provides researched based strategies, tools and resources to all staff to assist with monitoring English learner progress toward English language proficiency and grade-level academic achievement

effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and

Our Exceptional Learners Director will be providing ongoing professional development to all staff in the area of best EL practices. All activities will be supplemental to core instructional services and will be designed in consultation with teachers, administrators, and families to ensure alignment with identified student needs.

of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom (this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher's supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the

teacher, as appropriate)

Our Exceptional Learners Director will be providing ongoing professional development to all staff in the area of best EL practices. The WIDA screener and ACCESS is used to identify specific student needs which activities are then designed to meet each individual student where they are as a guide. We have 5 EL teachers that provide co-teaching, small groups. push-in, and pull out services for identified students. Our Exceptional Learners Director will also purchase bilingual dictionaries, leveled readers, or EL-specific digital learning platforms that are not part of the general curriculum to enhance growth across reading, writing, speaking, and listening based on need.

AUTHORIZED ACTIVITIES LEAs may use the funds, after the required activities have been met, to further improve the education of limited English proficient children by undertaking one or more of the following activities.

Check the other activities the LEA will be conducting using Title III-EL funds.

- [ ] Upgrading program objectives and effective instruction strategies.
- [x] Improving the instruction program for limited English proficient children by identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures.
- [ ] Providing tutorials and academic or vocational education for limited English proficient children, and intensified instruction.
- [ ] Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services.
- [ ] Providing community participation programs, family literacy services, and parent outreach and training activities to limited English proficient children and their families:
  - to improve the English language skills of limited English proficient children; and
  - to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
- [ ] Improving the instruction of limited English proficient children by providing for:
  - the acquisition or development of educational technology or instructional materials;
  - access to, and participation in, electronic networks for materials, training, and communication; and
- [ ] Carry out other activities that are consistent with the purposes of Title III.

District/LEA Comments

DESE Comments

Email: donisha.ray@dese.mo.gov
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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - Title IV.A **Version:** Revision 2 **Status:** Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

ESEA Plan Home | Print | Cancel Print Mode

Title IV.A LEA

STUDENT SUPPORT AND ACADEMIC ACHIEVEMENT

GRANTS PURPOSE

This plan describes how the local education agency (LEA), through the Student Support and Academic Enrichment (SSAE) Title IV.A program, will increase the capacity to improve stu achievement by

(1) Providing all students with access to a well-rounded education;
(2) Improving school conditions for student learning; and/or
(3) Improving the use of technology in order to improve the academic achievement and digital literacy of all students.

ELIGIBILITY

When accepted by the Department of Elementary and Secondary Education (DESE), the plan meets the requirement of the Elementary and Secondary Education Act (ESEA), as amen Student Succeeds Act (ESSA), Section 4106, which states that an (LEA) may receive funds under ESEA/ESSA Title IV.A for any fiscal year only if the LEA has

(1) Submitted this application to the Department.
(2) Completed the needs assessment as described in this plan.

☐ The LEA will transfer or REAP Flex ALL Title IV.A funds

CONSORTIUM (optional)

○ This plan is developed and the activities described will be carried out in consortium with the following surrounding LEAs ◉

Not Applicable

District Name/County-District Code	LEA Authorized Representative
Select...	

NEEDS ASSESSMENT

◉ Needs assessment not required

◉ LEA receives allocation less than $30,000, or

○ The sum of the allocations of a consortium's member LEAs is less than $30,000.

○ The LEA, or consortium of LEAs, receiving an allocation of $30,000 or more, has conducted a comprehensive needs assessment in order to examine needs for improvement of

(A) access to, and opportunities for, a well-rounded education for all students;
(B) school conditions for student learning in order to create a healthy and safe school environment; and
(C) access to personalized learning experiences supported by technology and professional development for the effective use of data and technology. ○

The needs assessment has been conducted within the past three years.

Date of Needs Assessment

Well-Rounded Education *Section 4106 (d)(1)(A) Section 8101 (52)*

The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathe languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience.

Summarize the analysis of data regarding access to, and opportunities for, a well-rounded education for all students

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to a well-rounded education for all students

Healthy and Safe School Environment *Section 4106 (d)(1)(B)*

Summarize the analysis of data regarding school conditions for student learning.

Title IV.A LEA

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to school conditions for student learning

Effective Use of Data and Technology *Section 4106 (d)(1)(C)*

Summarize the analysis of data regarding school conditions for student learning.

Strengths

Weaknesses

If indicated, state need(s) identified pertaining to school conditions for student learning

Identifying Priorities

The Title IV.A program requires that the LEA, or consortium of LEAs, must implement activities to address needs in each of the three program areas. List and number, in order of priori in each of the three program areas. (Optional: Additional needs from any program area may be listed and addressed as resources allow.

Program Area	Priority	Identified Need(s)
Well Rounded Education	0	
Healthy and Safe School Environment	0	
Effective Use of Technology	0	

DESCRIPTIONS

Partnerships *Section 4106 (e)(1)(A),(E)*

- (●) Not Applicable
- ( ) The LEA, or consortium of LEAs, has established partnerships with entities with a demonstrated record of success in implementing the activities of the Title IV.A program.

Agency	Description of Support

Activities and programming

Well-rounded education Section 4106 (e)(1)(B),(E)

( ) Not applicable (total Title IV.A funding must be less than $30,000 to exclude this program area) (●)

Funds will be used for activities related to supporting well-rounded education.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.	The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.	The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.	The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.

Safe and Healthy Students Section 4106 (e)(1)(C),(E)

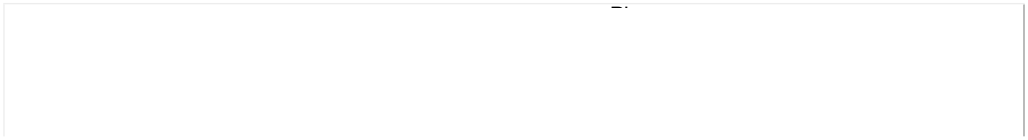
( ) Not applicable (total Title IV.A funding must be less than $30,000 to exclude this program area) (●)

Funds will be used for activities related to supporting safe and healthy students.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method

Title IV.A LEA



The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.	The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.	The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.	The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas.

Effective Use of Technology Section 4106 (e)(1)(D),(E)

○ Not applicable (total Title IV.A funding must be less than $30,000 to exclude this program area) ◉

Funds will be used for activities related to supporting the effective use of technology in schools.

Describe activities, program objectives, intended outcomes, and evaluation methods

Activity	Program Objective	Intended Outcome	Evaluation Method
Purchase of additional online learning platforms to support virtual students and credit recovery	to ensure all students are support online and are able to receive appropriate credits for graduating	technology is not a barrier to LCS achieving a 100% graduation rate	Students grades from online courses and % of students passing online course.

ADDITIONAL ASSURANCES

High Priority Schools

☑ The LEA or consortium of LEAs will prioritize the distribution of funds to those schools that: (mark all that apply) ☑ are among the schools with the greatest needs; (required)

☑ have the highest percentage of economic deprivation; (required)

☐ are identified for comprehensive support and improvement; (if applicable) ☐ are implementing targeted support and improvement plans; (if applicable) ☐ are identified as a persistently dangerous public school. (if applicable)

Equitable Services to Nonpublics

○ The LEA or consortium of LEAs will, after timely and meaningful consultation with appropriate nonpublic schools, provide services on an equitable basis to nonpublic school stude other educational personnel in nonpublic schools.

◉ Not applicable

Utilizing funds in multiple program areas

◉ The LEA or consortium of LEAs receives less than $30,000 in Title IV.A funding and will utilize funds in at least one of the three program areas. ○

The LEA or consortium of LEAs receives $30,000 or more and will utilize funds in all three Title IV.A program areas.

Program areas

☐ At least 20 percent of funds will be used for activities to support well-rounded educational opportunities. *Section 4106 (e)(2)(C), Section 4107*

☐ At least 20 percent of funds will be used for activities to support safe and healthy students. *Section 4106 (e)(2)(D), Section 4108*

☑ A portion of funds will be used for activities to support effective use of technology. *Section 4106 (e)(2)(E), Section 4109*

☐ Not more than 15 percent of the remaining portion will be used for purchasing technology infrastructure. *Section 4109 (b)*

Annual report

☑ The LEA or consortium of LEAs will report to the DESE annually how funds are being used to meet the purposes of Title IV.A program. *Section 4106 (e)(2)(F), Section 4104 (a)(2)*

District/LEA Comments

DESE Comments

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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - School Level - 1905 CROSSROADS PREPARATORY ACADEMY **Version:** Revision 2 **Status:** Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home | Print | Cancel Print Mode

School, Parent And Family Engagement Policy Hide

1905 CROSSROADS PREPARATORY ACADEMY

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- (●) Schoolwide
- ( ) Targeted

[x] This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Through annual parent survey and annual evaluation meetings.

[x] Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

[x] The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

[x] At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

[x] The agenda reflects that the purpose of the meeting is

- [x] To inform parents of their school's participation in the Title I.A program
- [x] To explain the requirements of Title I.A
- [x] To explain the right of parents to be involved.

Section 1116 (c)(1)

[x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*

[x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- [ ] Transportation
- [x] Child care
- [x] Home visits
- [ ] Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

[x] In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Through annual parent feedback surveys and annual parent meetings.

☑ In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Through annual parent feedback surveys and annual parent meetings.

The school provides parents of participating children:

☑ Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Title I.A Program information is included in the family handbook, and a presentation of the program and time for questions and answers will be provided at our annual parent meeting in October.

☑ A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

We have a description of our instructional model in our family handbook. We also hold yearly parent nights, where teachers and administration explain the curriculum and assessments their school uses.

☑ Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

☑ Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

☑ The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

☑ Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

ATTENDANCE
We will ensure that our child is in on time class every day and remains in class until dismissal. We understand that students cannot be checked out of school 30 minutes before dismissal.

We understand our child must have a 90% or less attendance rate.

We will make sure that our child promptly makes up missed work following absences.

We respect the school calendar and we will not plan family vacations or other extended absences to occur on school days.

We will telephone the school prior to 9:00 a.m. on the day of any absence to report why our child is out.

HOMEWORK

We will provide a quiet, undisturbed time and space for our child to complete his/her homework.

We agree to check our child's homework to ensure that it's complete, accurate and neat.

SCHOOL UNIFORM
We will ensure that our child comes to school each day in proper uniform, according to the school's student uniform policy.

PROMOTION/RETENTION
We understand that in order to be promoted to the next grade level:
We have read, understand, and support the Promotion and Retention Policy.

We understand that promotions to the next grade level are based on the following criteria:
Mastery of at least 70% of learning standards for English Language Arts and Mathematics,
Demonstrate proficiency in English Language Arts/Reading and Math based on the Missouri State Assessment or the NWEA assessment
Maintenance of a 90% attendance rate,
Review of standardized test scores, grades, social/emotional development, and other pertinent data

SCHOOL CLIMATE
We have read, understand, and support the School Climate Plan and Discipline Policy including all its rules, rewards and disciplinary consequences.

FAMILY SUPPORT
We agree to attend all Parent-Teacher Conferences and meetings for which we are scheduled.

We agree to support our child's academic work by communicating regularly with our child's teachers.

☑ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
Section 1116 (d)(1)

School's Commitment

We will work tirelessly to ensure that your child secures the academic knowledge and skills to prepare him / her to excel in high school.

We embrace and model the core values of High Expectations, Creative Culture, Real World Learning and Belonging and work to instill them in all of our students.

We will always come to class prepared to teach and will continually engage students in the rigorous, joyful work that paves the way for success in school and life.

We will maintain an open-door policy for parents, who may come into the school at any time - after gaining office clearance - and enter any classroom for observation, as long as there is no disruption in teaching and learning. We will invite parents to participate on the Parent Action Committee and in school events.

We will communicate with you regularly about your child's performance and make ourselves available in person and by telephone. We will return your telephone calls/emails within 48 hours.

We will enforce the School Climate and Discipline Policy consistently and fairly to ensure a safe, productive learning environment.

☑ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☑ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ☑ Issuing frequent reports to parents on their children's progress
- ☑ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☑ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

☑ Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
- o the Missouri Assessment Program,
- o local assessments,
- o how to monitor a child's progress, and
- o how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance.

Through Parent Night, conferences, and monthly newsletters.

☑ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Through Parent Night, conferences, and monthly newsletters.

Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, ☑ in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners,
implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Through ongoing professional development

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- [x] To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Hired two Communities in School Liaisons to work with students and families to provide resources and support services.

- [x] Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- [x] Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- [ ] Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

- [ ] Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

- [ ] Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

- [ ] Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- [ ] Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

- [ ] May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

- [ ] Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

- [ ] May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable, [x] Provides opportunities for the informed participation of parents and family members, including:

- [x] Parent and family members who have limited English proficiency.
- [x] Parent and family members with disabilities.
- [x] Parent and family members of migratory children.

- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

1905 CROSSROADS PREPARATORY ACADEMY

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- [x] A comprehensive needs assessment of the entire school has been conducted.

- [x] The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/19/2025

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)
- [ ] Mobility (Required)
- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

77% FRL
Very diverse student demographics

Weaknesses:

None

Indicate needs related to strengths and weaknesses:

None

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- [x] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [x] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [ ] Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

Showing growth in EOC scores, attendance, retention rate.

Weaknesses:

From our internal data, we have a gap between our math and ela scores. Our EOC scores are lagging other charter high schools.

Indicate needs related to strengths and weaknesses:

We've purchased an online platform Mindplay to support students struggling in literacy.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

Curriculum aligned with our quarterly assessments.

Weaknesses:

New transfers into the school had huge gaps in learning.

Indicate needs related to strengths and weaknesses:

Need more instructional support staff for struggling students.

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- [x] Staff preparation
- [x] Core courses taught by appropriately certified teachers
- [x] Staff specialists and other support staff
- [x] Staff demographics
- [x] School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

We used professional development time wisely and focused on teacher needs and student data.

Weaknesses:

Need to create a defined talent and recruitment plan due to teacher shortage.

Indicate needs related to strengths and weaknesses:

Improve hiring process to select more appropriately certified staff, do teacher recruitment through existing partner organizations.

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education

- [x] Support for special needs and underserved
- [x] Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Crossroads district has an active Parent Teacher Organization and a Parent Involvement Committee that meets with administration to provide feedback and support in encouraging parent participation. We hold three Family Nights each year (Career, Literacy, and STEM Nights) in addition to two Parent-Student-Teacher conferences, a Back to School Night, and Home Visits. Teachers communicate with parents through class newsletters/blogs/websites and send home progress notes throughout each grading period. We have a full-time Community Engagement Coordinator who reaches out to parents to encourage participation. Parental rights are outlined in the Family Handbook.

Weaknesses:

none

Indicate needs related to strengths and weaknesses:

Make sure that all families feel welcome in the school. Provide additional opportunities for families with language barriers.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

Clear mission and vision that all stakeholders understand and are committed to upholding. Class size was 18 students. Advisory and crew classes allowed time for students to reflect on their behavior choices and discuss ways to improve.

Weaknesses:

None.

Indicate needs related to strengths and weaknesses:

Need additional support for monitoring hallways and security.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important…"
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school profile.

Prioritized needs

1	Hiring highly qualified/appropriately certified staff

Schoolwide Program Hide

1905 CROSSROADS PREPARATORY ACADEMY

SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development Team Member

	Team Member Role	Team Member Name
1	Parent	Elizabeth Thomas
2	Teacher	Alex Garber
3	Principal	Larry Washington
4	LEA Representative	Karis Walker
5	LEA Representative	Tysie McDowell

Plan Development Meeting Dates

1	Meeting Date	03/19/2026

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs

	Federal Titles/Acts	Program Representative	Representative Role
1	McKinney-Vento	Nikki Bates	Exceptional Learners Directo
2	Title II.A	Karis Walker	Chief Academic Officer
3	Title III Immigrant	Nikki Bates	Exceptional Learners Directo
4	Title IV.A	Karis Walker	Chief Academic Officer

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☑ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☐ **Supplemental instruction**

		Subject areas and grade levels to be served (mark all that apply)	
1	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☐ Reading	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
6	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

Delivery of Title I funded supplemental instruction services

- ☐ Preschool
- ☐ Pull out/resource classroom
- ☐ Push in/regular classroom
- ☐ Summer School
- ☐ Tutoring (before-or-after-school)
- ☐ Other

Instructional personnel				
	Teachers	Paraprofessional	Others	
Supplemental Reading	☐	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K	1	2	3	4	5	6	7	8	9	10	11	12 ☐
☐ Reading Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12 ☐
☐ Math Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12 ☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ ☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ ☐
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐ ☐

- ☐ **Professional Learning Communities**
- ☐ **Schoolwide Positive Behavior Support**
- ☐ **Response to Intervention**
- ☐ **Other**

The strategies will (mark all that apply)

- ☐ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

All lessons and assessments are aligned to the Missouri Learning Standards.

- ☐ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

- ☐ Increase the amount of learning time
  - ☐ Extended school year
  - ☐ Before-and/or after-school programs
  - ☐ Summer program
  - ☐ Other
- ☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

- [x] Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Struggling students are supported through small group instruction, I-block, and advisory time.

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [x] Counseling
  - [ ] School-based mental health programs
  - [ ] Specialized instructional support services
  - [x] Mentoring services
  - [ ] Other

- [x] **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**
  - [x] Career/technical education programs
  - [x] Access to coursework to earn postsecondary credit
    - [ ] Advanced Placement
    - [ ] International Baccalaureate
    - [x] Dual or concurrent enrollment
    - [x] Early college high schools
    - [ ] Other

- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [ ] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other
  - [x] Professional development activities that address the prioritized needs

Describe activities

Instructional coaches will work with teachers in designing rigorous lessons and assessments. Math and science consultants will support teacher in ongoing development.

- [x] **Recruiting and retaining effective teachers, particularly in high need subjects**

Describe activities

Partnering with Educator Academy and TFA to recruit teachers.

- [ ] **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

☑ Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- ☑ Title I.A (required)
- ☑ State and Local Funds (required)
- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☐ Title II.A
- ☑ Title III EL
- ☑ Title III Immigrant
- ☑ Title IV.A
- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)
- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☐ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- ◉ Yes
- ○ No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

Save Comments | School Level Plan Home | Cancel Print Mode

District/LEA Comments

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - School Level - 6905 CROSSROADS - QUALITY HILL **Version:** Revision 2 **Status:** Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home | Print | Cancel Print Mode

School, Parent And Family Engagement Policy Hide

6905 CROSSROADS - QUALITY HILL

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- (●) Schoolwide
- ( ) Targeted

[x] This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Through annual surveys and meetings.

[x] Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

[x] The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

[x] At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

[x] The agenda reflects that the purpose of the meeting is

- [x] To inform parents of their school's participation in the Title I.A program
- [x] To explain the requirements of Title I.A
- [x] To explain the right of parents to be involved.

Section 1116 (c)(1)

[x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*

[x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- [ ] Transportation
- [x] Child care
- [x] Home visits
- [ ] Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

[x] In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Through annual surveys and meetings.

[x] In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Through annual surveys and meetings.

The school provides parents of participating children:

- [x] Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Title I.A Program information is included in the family handbook, and a presentation of the program and time for questions and answers will be provided at our annual parent meeting in October.

- [x] A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
  Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Conduct a parent night where teachers and administration explains the curriculum and assessments used at the school

- [x] Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- [x] Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- [x] The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- [x] Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Parents' / Guardians' Commitment

ATTENDANCE
We will ensure that our child is in on time class every day and remains in class until dismissal. We understand that students cannot be checked out of school 30 minutes before dismissal.

We understand that if our child has a 90% or less attendance rate, he/she may need to repeat the grade.

We will make sure that our child promptly makes up missed work following absences.

We respect the school calendar and we will not plan family vacations or other extended absences to occur on school days.

We will telephone the school prior to 9:00 a.m. on the day of any absence to report why our child is out.

HOMEWORK

We will provide a quiet, undisturbed time and space for our child to complete his/her homework.

We agree to check our child's homework to ensure that it's complete, accurate and neat.

SCHOOL UNIFORM
We will ensure that our child comes to school each day in proper uniform, according to the school's student uniform policy.

PROMOTION/RETENTION
We understand that in order to be promoted to the next grade level:
We have read, understand, and support the Promotion and Retention Policy.

We understand that promotions to the next grade level are based on the following criteria:
Mastery of at least 70% of learning standards for English Language Arts and Mathematics,
Demonstrate proficiency in English Language Arts/Reading and Math based on the Missouri State Assessment or the NWEA assessment
Maintenance of a 90% attendance rate,
Review of standardized test scores, grades, social/emotional development, and other pertinent data

SCHOOL CLIMATE
We have read, understand, and support the School Climate Plan and Discipline Policy including all its rules, rewards and disciplinary consequences.

FAMILY SUPPORT
We agree to attend all Parent-Teacher Conferences and meetings for which we are scheduled.

We agree to support our child's academic work by communicating regularly with our child's teachers.

☑ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
Section 1116 (d)(1)

School's Commitment

We will work tirelessly to ensure that your child secures the academic knowledge and skills to prepare him / her to excel in high school.

We embrace and model the core values of High Expectations, Creative Culture, Real World Learning and Belonging and work to instill them in all of our students.

We will always come to class prepared to teach and will continually engage students in the rigorous, joyful work that paves the way for success in school and life.

We will maintain an open-door policy for parents, who may come into the school at any time - after gaining office clearance - and enter any classroom for observation, as long as there is no disruption in teaching and learning. We will invite parents to participate on the Parent Action Committee and in school events.

We will communicate with you regularly about your child's performance and make ourselves available in person and by telephone. We will return your telephone calls/emails within 48 hours.

We will enforce the School Climate and Discipline Policy consistently and fairly to ensure a safe, productive learning environment.

☑ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☑ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ☑ Issuing frequent reports to parents on their children's progress
- ☑ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☑ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

☑ Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
- o the Missouri Assessment Program,
- o local assessments,
- o how to monitor a child's progress, and
- o how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance.

Conduct a yearly parent night where families learn about standards, MAP results, etc. Also conduct parent teacher conferences. Suggestions made through monthly newsletters.

☑ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Through monthly newsletters and bi-annual conferences.

Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, ☑ in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners,
implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Home visit training and on going professional development

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- [x] To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Works with the homeless coordinator to provide wrap around services for students and their families.

- [x] Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- [x] Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- [ ] Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

- [ ] Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

- [ ] Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

- [ ] Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- [ ] Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

- [ ] May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

- [ ] Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

- [ ] May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.

- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

6905 CROSSROADS - QUALITY HILL

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- [x] A comprehensive needs assessment of the entire school has been conducted.

- [x] The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)
- [ ] Mobility (Required)
- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

Very diverse school in terms of students and staff

Weaknesses:

Attendance has been increasing!

Indicate needs related to strengths and weaknesses:

None

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- [ ] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [ ] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [ ] Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

Strengths:

Crossroads Academy-Quality Hill has several strengths that

Weaknesses:

Analysis of state assessment data, benchmark assessments, and classroom performance indicates opportunities for improvement in both English Language Arts and Mathematics.

In ELA, students continue to struggle with reading comprehension, vocabulary acquisition, written responses, and the ability to analyze and cite evidence from increasingly complex texts. Some students require additional support with foundational literacy skills, including phonics, fluency, and decoding, which can impact overall reading achievement.

In Mathematics, students demonstrate challenges with problem-solving, mathematical reasoning, and applying mathematical concepts to multi-step tasks. Achievement data also indicates that some students have unfinished learning and foundational skill gaps that must be addressed in order to access grade-level standards successfully.

Indicate needs related to strengths and weaknesses:

Strategies for Improvement

To improve student achievement in ELA and Mathematics, Quality Hill will implement the following strategies:

English Language Arts

Continue providing one-on-one literacy tutoring for students identified as performing below grade level.

Implement UFLI (University of Florida Literacy Institute) instructional practices and interventions to strengthen foundational literacy skills, including phonics, decoding, fluency, and word recognition.

Utilize intervention blocks to provide targeted small-group instruction based on individual student needs.

Increase opportunities for students to engage with complex texts and provide explicit instruction in comprehension, vocabulary, and evidence-based writing.

Monitor student progress regularly through formative assessments, benchmark assessments, and intervention data reviews to ensure students are making adequate growth.

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

Teachers trained in Science Of Reading

Weaknesses:

New transfers had huge gaps in learning

Indicate needs related to strengths and weaknesses:

Do initial screenings of new students to identify barriers to learning

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- [x] Staff preparation
- [x] Core courses taught by appropriately certified teachers
- [x] Staff specialists and other support staff
- [x] Staff demographics
- [x] School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

Implemented new teacher professional development program through TFA

Weaknesses:

none

Indicate needs related to strengths and weaknesses:

Continue providing PD through content experts outside consultants

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education
- [x] Support for special needs and underserved
- [x] Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Held 4 family nights, send weekly parent communication.

Weaknesses:

None

Indicate needs related to strengths and weaknesses:

Continue to reach out to diverse families to increase participation

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

All stakeholders aligned to mission and vision. Overall positive student climate and staff culture.

Weaknesses:

Need additional mental health supports for students

Indicate needs related to strengths and weaknesses:

Improve partnerships with University Health to provide additional mental health resources to students and families.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important…"
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school

profile. Prioritized needs

1	Students need Tier 2/small group instruction in reading and math through additional staffing.

Schoolwide Program Hide

6905 CROSSROADS - QUALITY HILL

SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development Team Member		
	Team Member Role	Team Member Name
1	Parent	Lea Petrie, Whitney Olsen
2	Teacher	Claire McGovern
3	Principal	Kelsy Muenks
4	LEA Representative	Karis Walker
5	LEA Representative	Tysie McDowell

Plan Development Meeting Dates		
1	Meeting Date	03/19/2026

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs			
	Federal Titles/Acts	Program Representative	Representative Role
1	McKinney-Vento	Nikki Bates	Exceptional Learners Directo
2	Title II.A	Karis Walker	Chief Academic Officer
3	Title III Immigrant	Nikki Bates	Exceptional Learners Directo
4	Title IV.A	Karis Walker	Chief Academic Officer

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☑ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☑ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)			
1	☐ Math	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☑ Reading	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
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Delivery of Title I funded supplemental instruction services

- ☐ Preschool
- ☑ Pull out/resource classroom
- ☑ Push in/regular classroom
- ☐ Summer School
- ☐ Tutoring (before-or-after-school)
- ☐ Other

Instructional personnel	

ESEA Building Level Plans

	Teachers	Paraprofessional	Others	
Supplemental Reading	☑	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☐	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K	1	2	3	4	5	6	7	8	9	10	11	12
☐ Reading Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12
☐ Math Instruction Only	K	1	2	3	4	5	6	7	8	9	10	11	12

☐ **Professional Learning Communities**

☐ **Schoolwide Positive Behavior Support**

☑ **Response to Intervention**

☐ **Other**

The strategies will (mark all that apply)

☑ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

All curriculum aligned to state standards

☐ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

☑ Increase the amount of learning time

- ☐ Extended school year
- ☐ Before-and/or after-school programs
- ☑ Summer program
- ☐ Other

☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

☑ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Through analyzing data, will determine students most at risk of not mastering standards.

Activities will (mark all that apply)

☑ **Improving students' skills outside the academic subject areas**

☑ Counseling

- [ ] School-based mental health programs
- [x] Specialized instructional support services
- [ ] Mentoring services
- [ ] Other

- [ ] **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**
  - [ ] Career/technical education programs
  - [ ] Access to coursework to earn postsecondary credit
    - [ ] Advanced Placement
    - [ ] International Baccalaureate
    - [ ] Dual or concurrent enrollment
    - [ ] Early college high schools
    - [ ] Other

- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**

- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [ ] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other
  - [x] Professional development activities that address the prioritized needs

    Describe activities

    Teachers attend professional development in the areas of reading, math and leadership.

- [ ] **Recruiting and retaining effective teachers, particularly in high need subjects**

  Describe activities

- [ ] **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

  Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- [x] Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- [x] Title I.A (required)
- [x] State and Local Funds (required)
- [ ] Title I School Improvement (a)
- [ ] Title I.C Migrant
- [ ] Title I.D Delinquent

- [ ] Title II.A
- [x] Title III EL
- [x] Title III Immigrant
- [x] Title IV.A
- [ ] Title V.B
- [ ] School Improvement Grant (g) (SIG)
- [ ] Spec. Ed. State and Local Funds
- [ ] Spec. Ed. Part B Entitlement
- [ ] Perkins Basic Grant - Postsecondary
- [ ] Perkins Basic Grant - Secondary
- [ ] Workforce Innovation and Opportunity Act
- [ ] Head Start
- [ ] McKinney-Vento
- [ ] Adult Education and Family Literacy
- [ ] Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- (•) Yes
- ( ) No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

Save Comments | School Level Plan Home | | Cancel Print Mode

District/LEA Comments

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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - School Level - 6990 CROSSROADS - CENTRAL STREET **Version:** Revision 2 **Status:** Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

School Level Plan Home | Print | Cancel Print Mode

School, Parent And Family Engagement Policy Hide

6990 CROSSROADS - CENTRAL STREET

SCHOOL, PARENT AND FAMILY ENGAGEMENT POLICY

All check boxes marked in this policy indicate an assurance on the part of the school.

Type of Title I.A program

- (●) Schoolwide
- ( ) Targeted

[x] This school parent and family engagement policy is developed jointly with, distributed to, and agreed on with parents of participating children, including parents of migrant and EL children. *Section 1116 (b)(1)*

Describe how the school seeks and obtains the agreement of parents to the parent and family engagement policy.

Through annual surveys and meetings.

[x] Parents are notified of the policy in an understandable and uniform format. *Section 1116(b)(1)*

[x] The school parent and family engagement policy is provided in a language the parents can understand. *Section 1116(b)(1)*

POLICY INVOLVEMENT

[x] At the beginning of the school year, the school convenes an annual meeting, at a convenient time, to which all parents of participating children are invited and encouraged to attend. *Section 1116 (c)(1)*

[x] The agenda reflects that the purpose of the meeting is

- [x] To inform parents of their school's participation in the Title I.A program
- [x] To explain the requirements of Title I.A
- [x] To explain the right of parents to be involved.

Section 1116 (c)(1)

[x] The school offers a flexible number of meetings. *Section 1116 (c)(2)*

[x] Using Title I.A funds, to promote parental involvement the school provides (check all that apply)

- [ ] Transportation
- [x] Child care
- [x] Home visits
- [ ] Funds will not be utilized for these purposes

Section 1116 (c)(2)

The school involves parents in an organized, ongoing, and timely way:

[x] In the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the Title I.A program and if applicable Schoolwide program plan in the school.

Through annual feedback surveys and meetings

[x] In the planning, review, and improvement of the school parent and family engagement policy. *Section 1116 (c)(3)*

Describe how parents are involved in the planning, review, and improvement of the school parent and family engagement policy.

Through annual feedback surveys and meetings

The school provides parents of participating children:

- [x] Timely information about the Title I.A programs. *Section 1116 (c)(4)(A)*

Describe plans to provide information about the Title I.A programs.

Title I.A Program information is included in the family handbook, and a presentation of the program and time for questions and answers will be provided at our annual parent meeting in October.

- [x] A description and explanation of the curriculum in use at the school, the forms of academic assessments that are used to measure progress, and the achievement levels of the MAP assessment.
  Section 1116 (c)(4)(B)

Describe methods and plans to provide a description and explanation of the curriculum, academic assessments, and MAP achievement levels.

Through Back to School and Parent Night teachers and administration meet with families to discuss curriculum assessments and achievement.

- [x] Opportunities, as appropriate, to participate in decisions relating to the education of their children. *Section 1116 (c)(4)(C)*

- [x] Responses to their suggestions as soon as possible. *Section 1116 (c)(4)(C)*

SHARED RESPONSIBILITY FOR HIGH STUDENT ACHIEVEMENT

School-Parent Compact

The School-Parent Compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. *Section 1116 (d)*

- [x] The school jointly develops with parents of Title I.A served children the school-parent compact.

The school-parent compact will

- [x] Describe the ways in which all parents will be responsible for supporting their children's learning. *Section 1116 (d)(1)*

Parents' / Guardians' Commitment

ATTENDANCE
We will ensure that our child is in on time class every day and remains in class until dismissal. We understand that students cannot be checked out of school 30 minutes before dismissal.

We understand that if our child has a 90% or less attendance rate, he/she may need to repeat the grade.

We will make sure that our child promptly makes up missed work following absences.

We respect the school calendar and we will not plan family vacations or other extended absences to occur on school days.

We will telephone the school prior to 9:00 a.m. on the day of any absence to report why our child is out.

HOMEWORK

We will provide a quiet, undisturbed time and space for our child to complete his/her homework.

We agree to check our child's homework to ensure that it's complete, accurate and neat.

SCHOOL UNIFORM
We will ensure that our child comes to school each day in proper uniform, according to the school's student uniform policy.

PROMOTION/RETENTION
We understand that in order to be promoted to the next grade level:
We have read, understand, and support the Promotion and Retention Policy.

We understand that promotions to the next grade level are based on the following criteria:
Mastery of at least 70% of learning standards for English Language Arts and Mathematics,
Demonstrate proficiency in English Language Arts/Reading and Math based on the Missouri State Assessment or the NWEA assessment
Maintenance of a 90% attendance rate,
Review of standardized test scores, grades, social/emotional development, and other pertinent data

SCHOOL CLIMATE
We have read, understand, and support the School Climate Plan and Discipline Policy including all its rules, rewards and disciplinary consequences.

FAMILY SUPPORT
We agree to attend all Parent-Teacher Conferences and meetings for which we are scheduled.

We agree to support our child's academic work by communicating regularly with our child's teachers.

☑ Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
Section 1116 (d)(1)

School's Commitment

We will work tirelessly to ensure that your child secures the academic knowledge and skills to prepare him / her to excel in high school.

We embrace and model the core values of High Expectations, Creative Culture, Real World Learning and Belonging and work to instill them in all of our students.

We will always come to class prepared to teach and will continually engage students in the rigorous, joyful work that paves the way for success in school and life.

We will maintain an open-door policy for parents, who may come into the school at any time - after gaining office clearance - and enter any classroom for observation, as long as there is no disruption in teaching and learning. We will invite parents to participate on the Parent Action Committee and in school events.

We will communicate with you regularly about your child's performance and make ourselves available in person and by telephone. We will return your telephone calls/emails within 48 hours.

We will enforce the School Climate and Discipline Policy consistently and fairly to ensure a safe, productive learning environment.

☑ Addresses the importance of communication between teachers and parents on an ongoing basis through, at a minimum

- ☑ Conducting parent-teacher conferences at least annually, during which the compact shall be discussed
- ☑ Issuing frequent reports to parents on their children's progress
- ☑ Providing reasonable access to staff, opportunities to volunteer, and observation of classroom activities
- ☑ Ensuring regular two-way, meaningful communication between family members and school staff, and, in a language that family members can understand

Section 1116 (d)(2)(A) (B),(C),(D)

BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

☑ Provides assistance to parents, as appropriate, in understanding
- o the Missouri Learning Standards,
- o the Missouri Assessment Program,
- o local assessments,
- o how to monitor a child's progress, and
- o how to work with educators to improve the achievement of their children.

Section 1116 (e)(1)

Describe plans to provide assistance.

Through Parent Night, parent teacher conferences, and quarterly parent roundtables

☑ Provides materials and training to help parents work with their children to improve achievement. *Section 1116 (e)(2)*

Describe plans to provide materials and training.

Through Parent Night, parent teacher conferences, and quarterly parent roundtables

Educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, ☑ in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners,
implement and coordinate parent programs, and build ties between parents and the school. *Section 1116 (e)(3)*

Describe plans to educate school personnel regarding working with parents.

Through ongoing professional development.

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school

- [x] To the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. *Section 1116 (e)(4)*

Describe plans to coordinate and integrate.

Homeless coordinator supports families through wrap around resources and services.

- [x] Ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, in a language the parents can understand. *Section 1116 (e)(5)*

- [x] Provides reasonable support for parental involvement activities under this section as parents may request. *Section 1116 (e)(14)*

Optional additional assurances

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, the school: (optional; check if applicable)

- [ ] Involves parents in the development of training for teachers, principals, and other educators to improve the effectiveness of parent involvement training. *Section 1116 (e)(6)*

- [ ] Provides necessary literacy training from Title I funds if the local educational agency has exhausted all other reasonably available sources of funding for literacy training. *Section 1116 (e)(7)*

- [ ] Pays reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. *Section 1116 (e)(8)*

- [ ] Trains parents to enhance the involvement of other parents. *Section 1116 (e)(9)*

- [ ] Arranges school meetings at a variety of times, or conducts in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend conferences at school, in order to maximize parental involvement and participation. Adopts and implements model approaches to improving parental involvement. *Section 1116 (e)(10)*

- [ ] May adopt and implement model approaches to improving parental involvement. *Section 1116 (e)(11)*

- [ ] Establishes a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs. *Section 1116 (e)(12)*

- [ ] May develop appropriate roles for community-based organizations and businesses in parent involvement activities. *Section 1116 (e)(13)*

ACCESSIBILITY

In carrying out the parent and family engagement requirements of the Title I program, the school, to the extent practicable,

- [x] Provides opportunities for the informed participation of parents and family members, including:
  - [x] Parent and family members who have limited English proficiency.
  - [x] Parent and family members with disabilities.
  - [x] Parent and family members of migratory children.

- [x] Provides information and school reports in a format and, in a language parents understand. *Section 1116 (f)*

Comprehensive Needs Assessment Hide

6990 CROSSROADS - CENTRAL STREET

COMPREHENSIVE NEEDS ASSESSMENT (school level)

Section 1114(b)(6)

- [x] A comprehensive needs assessment of the entire school has been conducted.

- [x] The needs assessment includes analysis of the achievement of students in relation to the Missouri Learning Standards.

Date of Needs Assessment

3/13/2025

NEEDS ASSESSMENT: SCHOOL PROFILE

Student Demographics

The following data regarding **student demographics** has been collected, retained, and analyzed:

- [x] Enrollment (Required)
- [x] Grade level (Required)
- [x] Ethnicity (Required)
- [x] Attendance (Required)
- [ ] Mobility (Required)
- [x] Socioeconomic status (Required)
- [x] Discipline (Required)
- [x] Limited English Proficiency (Required)

Summarize the analysis of data regarding **student demographics**:

Strengths:

Most diverse school in the district. Highest attendance rate in the district.

Weaknesses:

none

Indicate needs related to strengths and weaknesses:

none

Student Achievement

The following data regarding **student achievement** has been collected, retained, and analyzed:

- [x] MAP results by content area and grade level, including multi-year trends (required)
- [x] MAP results by ESEA Annual Measurable Objective: comparative data showing performance of disadvantaged students against all other meaningful categories of students in the school; comparison of performances of students in various subgroups (required)
- [ ] Completion rates: promotion/graduation rate, retention rates (if applicable)
- [ ] Post-Secondary trends: students attending and/or completing post-secondary schools, students accepted in the armed forces (if applicable)
- [ ] Other performance indicators used in analysis:

Summarize the analysis of data regarding **student achievement**:

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Central Street has the strongest math and ELA scores in the district. The school also exceeded performance as compared to the district in 3 of 4 tested grades

Weaknesses:

Academic performance growth has been more limited in ELA. Grades have been relatively stagnant.

Indicate needs related to strengths and weaknesses:

Additional teacher development in math and ELA intervention. Schoolwide implementation of math intervention curriculum.

Need to provide targeted math professional development

Curriculum and Instruction

Data has been collected, retained, and analyzed regarding each of the following factors of **curriculum and instruction** at the school:

- [x] Learning expectations
- [x] Instructional program
- [x] Instructional materials
- [x] Instructional technology
- [x] Support personnel

Summarize the analysis of data regarding **curriculum and instruction**:

Strengths:

All curriculum aligned to state standards, 1 to 1 instructional technology

Weaknesses:

none

Indicate needs related to strengths and weaknesses:

none

High Quality Professional Staff

Data has been collected, retained, and analyzed regarding each of the following factors of a **high quality professional staff**:

- [x] Staff preparation
- [x] Core courses taught by appropriately certified teachers
- [x] Staff specialists and other support staff
- [x] Staff demographics
- [x] School administrators

Summarize the analysis of data regarding **high quality professional staff**:

Strengths:

Highest staff retention of our 3 schools

Weaknesses:

Need to increase percentage of staff that are appropriately certified

Indicate needs related to strengths and weaknesses:

Work with our human resources director on strategies to support staff becoming appropriately certified

Family and Community Engagement

Data has been collected, retained, and analyzed regarding each of the following factors of **family and community engagement** at the school:

- [x] Parental involvement
- [x] Communication with parents
- [x] Policy Involvement
- [x] Parent education

- [x] Support for special needs and underserved
- [x] Health services

Summarize the analysis of data regarding **family and community engagement**:

Strengths:

Strong family engagement, home visits conducted

Weaknesses:

less engagement of Latino families

Indicate needs related to strengths and weaknesses:

Need to reach out to Latino families and provide opportunities that are of interest to them.

School Context and Organization

Data has been collected, retained, and analyzed regarding each of the following factors of **school context and organization** at the school:

- [x] School mission/vision
- [x] Average class size
- [x] School climate
- [x] Management and governance
- [x] Student discipline policy

Summarize the analysis of data regarding **school context and organization**:

Strengths:

All stakeholders aligned to mission/vision

Weaknesses:

Struggling with some students leaving after 6th grade.

Indicate needs related to strengths and weaknesses:

Doing more parent outreach to try to retain students. Parents helping to plan the 6th grade center.

NEEDS ASSESSMENT: IDENTIFYING PRIORITIES

"In most schools, conducting a comprehensive needs assessment will result in the identification of a large number of issues that could be addressed to improve the achievement of students. However, no school should attempt to address every identified need in a single year. Most planning experts suggest that schools prioritize their major issues and address no more than three of the most important..."
(Designing Schoolwide Programs Non-Regulatory Guidance, March 2006)

List and number, in order of priority, the critical needs identified in the school

profile. Prioritized needs

1	Students need Tier 2/small group instruction in reading and math through additional staffing.

Schoolwide Program Hide

6990 CROSSROADS - CENTRAL STREET

SCHOOLWIDE PROGRAM

All check boxes marked in this policy indicate an assurance on the part of the school.

This Schoolwide Program Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan. *Section 1114 (b)(2)*

Schoolwide Program Plan Development Team Member

	Team Member Role	Team Member Name
1	Parent	Marisah Henderson, Langston Jones
2	Teacher	Allison Torres
3	Principal	Jamon Finley
4	LEA Representative	Karis Walker
5	LEA Representative	Tysie McDowell

Plan Development Meeting Dates

1	Meeting Date	03/19/2026

COORDINATION WITH OTHER FEDERAL, STATE, AND LOCAL PROGRAMS

Sections 1112(a)(1)(B), 1114(b)(5)

This plan has been developed, if appropriate and applicable, in coordination with other Federal, State, and local services, resources, and programs.

Mark all programs that will be coordinated and integrated as part of the development of the Consolidated Federal Programs plan

Coordination with Other Federal Programs

	Federal Titles/Acts	Program Representative	Representative Role
1	McKinney-Vento	Nikki Bates	Exceptional Learners Directo
2	Title II.A	Karis Walker	Chief Academic Officer
3	Title III EL	Nikki Bates	Exceptional Learners Directo
4	Title IV.A	Karis Walker	Chief Academic Officer

STRATEGIES TO ADDRESS SCHOOL NEEDS *Section 1114 (b)(7)(A)*

☑ The following strategies will be implemented to address prioritized school needs: (check all that apply)

☑ **Supplemental instruction**

Subject areas and grade levels to be served (mark all that apply)

1	☑ Math	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
2	☑ Reading	K ☑ 1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6 ☑ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
3	☐ English Language Arts	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
4	☐ Science	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	
5	☐ Other	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐	

Delivery of Title I funded supplemental instruction services

- ☐ Preschool
- ☑ Pull out/resource classroom
- ☑ Push in/regular classroom
- ☐ Summer School
- ☐ Tutoring (before-or-after-school)
- ☐ Other

Instructional personnel				
	Teachers	Paraprofessionals	Others	
Supplemental Reading	☑	☐		
Supplemental English Language Arts	☐	☐		
Supplemental Mathematics	☑	☐		
Supplemental Science	☐	☐		
1 Other	☐	☐	☐	

☐ **Class size reduction**

☐ Grade Levels	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Reading Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐
☐ Math Instruction Only	K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐

☑ **Professional Learning Communities**

☐ **Schoolwide Positive Behavior Support**

☐ **Response to Intervention**

☐ **Other**

The strategies will (mark all that apply)

☑ Provide opportunities for all children, including subgroups of students, to meet the challenging Missouri Learning Standards.

Description of how strategy/strategies will provide

Analyzing data trends for all students through Data Teams.

☑ Use methods and instructional strategies that strengthen the academic program in the school.

Description of how strategy/strategies will strengthen

Provide additional academic support through instructional specialist

☑ Increase the amount of learning time

- ☐ Extended school year
- ☐ Before-and/or after-school programs
- ☑ Summer program
- ☐ Other

☐ Help provide an enriched and accelerated curriculum

Description of how strategy will provide

Activities that address the needs of those at risk of not meeting the Missouri Learning Standards will include (mark all that apply)

☑ Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the Missouri Learning Standards

Description of how strategy/strategies will address

Tracking mastery of standards, small group instruction, and instructional specialist support

Activities will (mark all that apply)

- [x] **Improving students' skills outside the academic subject areas**
  - [x] Counseling
  - [ ] School-based mental health programs
  - [ ] Specialized instructional support services
  - [x] Mentoring services
  - [ ] Other
- [ ] **Helping students prepare for and become aware of opportunities for postsecondary education and the workforce**
  - [ ] Career/technical education programs
  - [ ] Access to coursework to earn postsecondary credit
    - [ ] Advanced Placement
    - [ ] International Baccalaureate
    - [ ] Dual or concurrent enrollment
    - [ ] Early college high schools
    - [ ] Other
- [x] **Implementing a schoolwide tiered model to prevent and address problem behavior, and early intervening services**
- [x] **Providing professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data**
  - [x] Delivery of professional development services
  - [x] Instructional coach
  - [ ] Teaching methods coach
  - [ ] Third party contract
  - [ ] Other
  - [x] Professional development activities that address the prioritized needs

    Describe activities

    Weekly feedback meetings and observations
- [ ] **Recruiting and retaining effective teachers, particularly in high need subjects**

  Describe activities
- [ ] **Assisting preschool children in the transition from early childhood education programs to local elementary school programs**

  Describe activities

SCHOOLWIDE POOL FUNDING

Section 1114 (b)(7)(B)

- [x] Funds for this program will be consolidated with other State, local and Federal programs.

Mark all program funds that will be consolidated in the schoolwide pool.

- [x] Title I.A (required)
- [x] State and Local Funds (required)
- [ ] Title I School Improvement (a)
- [ ] Title I.C Migrant
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- [ ] Title II.A
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- [x] Title III Immigrant
- [ ] Title IV.A
- [ ] Title V.B
- [ ] School Improvement Grant (g) (SIG)
- [ ] Spec. Ed. State and Local Funds
- [ ] Spec. Ed. Part B Entitlement
- [ ] Perkins Basic Grant - Postsecondary
- [ ] Perkins Basic Grant - Secondary
- [ ] Workforce Innovation and Opportunity Act
- [ ] Head Start
- [ ] McKinney-Vento
- [ ] Adult Education and Family Literacy
- [ ] Others

PARENT COMMENTS *Section 1116 (c)(5)*

The Title I.A Schoolwide Plan is satisfactory to parents of participating students.

- (●) Yes
- ( ) No

If the plan is not satisfactory to the parents of participating students please provide any parent comments.

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District/LEA Comments

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Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION

ePeGS

District/LEA: 048-926 CROSSROADS CHARTER SCHOOLS **Year:** 2025-2026

Funding Application: Plan - LEA Parent and Family Engagement **Version:** Revision 2 **Status:** Submitted

All check boxes and/or radio buttons marked in this plan and policies indicate an assurance on the part of the LEA and school.

ESEA Plan Home | Print | Cancel Print Mode

LEA PARENT AND FAMILY ENGAGEMENT

Section 1112 (b) (3) and (7) and Section 1116

☑ The LEA will conduct outreach and engage parents of participating children, including parents of migrant and EL children, in meaningful consultation to plan and implement parent involvement programs, activities, and procedures.

LEA Parent and Family Engagement Policy

Policy Development

☑ The LEA parent and family engagement policy is developed jointly with, agreed on with, and distributed to parents of participating children.
Section 1116 (a)(2)

Describe how the LEA involves parents in the joint development of the LEA parent and family engagement policy

We hold an annual meeting to get feedback from families on our parent and family engagement policy. We also send out a survey to get feedback from famlies.

Describe how the LEA seeks and obtains the agreement of parents with the parent and family engagement policy

Through yearly surveys and feedback during family events, we obtain agreement of the families.

Describe how the LEA distributes the LEA parent and family engagement policy to parents of participating children

The policy is included in our family handbook and is available on our school website.

Plan Development

The LEA parent and family engagement policy establishes expectations and objectives for meaningful parent and family involvement *Section 1116(a)(2)*

☑ The LEA involves parents and family members in jointly developing the local educational agency plan *Section 1116 (a)(2)(A)*

Describe how the LEA involves parents and family members in jointly developing the local education agency plan

Crossroads will meet multiple times a year with parents to review data points including academic and SEL to determine program effectiveness and quality of the school.

This will include identifying barriers to greater participation by all parents and will update policies and procedures based on parental input.

Check all that apply:

☑ No Comprehensive Accountability and Targeted Accountability schools have been identified in the LEA. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

☐ The LEA will involve parents and family members in the development of Comprehensive Accountability

LEA Parent and Family Engagement

Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

☐ The LEA will involve parents and family members in the development of Targeted Accountability Plans. *Section 1116 (a)(2)(A) and Section 1111(d)(1)(2)*

Capacity Building

LEA Parent and Family Engagement

The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement

☑ activities to improve student academic achievement and school performance, (which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.) *Section 1116 (a)(2)(B)*

Describe coordination, technical assistance, and other support

CCS has hired a full time Community Engagement Coordinator to provide coordination and assistant to build the capacity of all schools implementing the plan. We have hired a Central Office Family Support Coordinator to work with ESL families, homeless families, and others experiences hardships.

Coordination & Integration

The LEA coordinates and integrates parent and family engagement strategies under this part with parent and family engagement strategies, if feasible and appropriate, with other relevant Federal, State, and local laws and programs. *Section 1116(a)(2)(C)* ☑

Mark all relevant Federal, State, and local laws and programs that are coordinated and integrated with the Title I.A program

ESEA

- ☐ Title I School Improvement (a)
- ☐ Title I.C Migrant
- ☐ Title I.D Delinquent
- ☑ Title II.A
- ☑ Title III EL
- ☐ Title III Immigrant
- ☑ Title IV.A
- ☐ Title V.B
- ☐ School Improvement Grant (g) (SIG)

Other Acts

- ☐ Spec. Ed. State and Local Funds
- ☐ Spec. Ed. Part B Entitlement
- ☐ Perkins Basic Grant - Postsecondary
- ☐ Perkins Basic Grant - Secondary
- ☐ State and Local Funds
- ☐ Workforce Innovation and Opportunity Act
- ☐ Head Start
- ☑ McKinney-Vento
- ☐ Adult Education and Family Literacy
- ☐ Others

Describe other programs

Describe how the LEA will coordinate and integrate family engagement strategies with these laws and/or programs

Our parental involvement policy is included in our family handbook and reviewed each year.

Through our annual surveys, parents give feedback on our school-parent compact.

We have an annual meeting to discuss our Title programs and ways our parents can get involved.

Annual Evaluation

The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the

- [x] content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part. *Section 1116 (a)(2)(D)*

LEA Parent and Family Engagement

Describe annual evaluation

We meet with families to discuss academic and SEL programming and best ways to support our students and families. We use this information to help improve our performance and revise our policies if needed.

As part of the annual evaluation of the content and effectiveness of the parent and family engagement policy, the LEA identifies;

- [x] Barriers to greater participation by parents of participating children (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Describe method(s) for identifying barriers

Our SEL coordinators, counselors, ELL, SPED, and community engagement coordinator meet with families to identify barriers. We hire translators for school events and meetings, contract with Communities in Schools who offer wrap around services for students.

- [x] The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

Describe method(s) for identifying needs

Through annual parent survey we identify needs of parents/family.

- [x] Strategies to support successful school and family interactions

Describe method(s) for identifying strategies

We have multiple family nights each year where parents and students interact with teachers and administrators to learn more about our school, celebrate a particular subject, provide training for parents in the areas of student development, how to support academics at home, discipline techniques, and college and career support.

- [x] The LEA will use the findings of the annual evaluation of the parent and family engagement policy to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. *Section 1116 (a)(2)(E)*

- [x] The LEA will involve parents in the parent and family engagement activities of the Title I served schools *(which may include establishing a parent advisory board for the purpose of developing, revising, and reviewing the parent and family engagement policy.) Section 1116 (a)(2)(F)*

District/LEA Comments

DESE Comments

Email: donisha.ray@dese.mo.gov

Current User: lyarbough

FY26 Federal Programs & School Improvement Plans
Board Approval Summary

Why These Plans Matter
Each year, Crossroads Charter Schools is required to submit federal program and school improvement plans to the Missouri Department of Elementary and Secondary Education (DESE) in order to receive federal funding under the Every Student Succeeds Act (ESSA). These plans ensure that federal funds are used strategically to improve student achievement, support educators, engage families, and expand access and opportunity for all students. Board approval demonstrates the district's commitment to accountability, continuous improvement, and compliance with federal requirements.

Connection to the Crossroads Strategic Plan and CSIP
While these plans are required annually to maintain eligibility for federal funding, they also serve as an important component of Crossroads' continuous improvement efforts. The strengths, challenges, and priorities identified within the Title I, Title II, Title III, Title IV, Parent & Family Engagement, and Building-Level Plans provide valuable data and stakeholder input that will be used this fall as part of the review and update of the district's Comprehensive School Improvement Plan (CSIP). The plans reflect current academic performance, instructional priorities, professional development needs, family engagement efforts, student support services, and access and opportunity initiatives across the district. Together, they help ensure alignment between federal funding, school improvement efforts, the district Strategic Plan, and the long-term goals outlined in the CSIP.

Title I.A LEA Plan
Purpose: Improve academic achievement for students who are most at risk of not meeting Missouri Learning Standards through supplemental academic support and intervention services.
Key Highlights
- Identification of students requiring additional academic support through screening and progress monitoring.
- Supplemental interventions in English Language Arts and Mathematics.
- Use of assessment data to monitor student growth and adjust instruction.
- Coordination of services across all three campuses.
- Support for early childhood transitions and school readiness initiatives.

Building-Level Schoolwide Plans
Quality Hill Elementary
Primary Academic Priorities
- Strengthen reading comprehension, vocabulary, writing, and foundational literacy skills.
- Improve mathematical reasoning, problem-solving, and foundational math skills.
- Continue one-on-one literacy tutoring, UFLI literacy interventions, and Corrective Math interventions.
- Utilize intervention blocks, progress monitoring, and targeted small-group instruction.
- Expand family engagement through annual meetings, surveys, conferences, and parent education opportunities.

Central Street Elementary
Primary Academic Priorities
- Improve student achievement through targeted interventions and data-driven instruction.
- Strengthen Tier I instruction and intervention supports.
- Continue one-on-one literacy tutoring, UFLI literacy interventions, and Corrective Math interventions.
- Increase family engagement through parent nights, conferences, and quarterly roundtables.

Crossroads Preparatory Academy
Primary Academic Priorities
- Improve student achievement through schoolwide interventions and academic supports.
- Monitor student progress through data analysis and targeted interventions.
- Strengthen attendance, academic accountability, and family-school partnerships.
- Maintain strong family engagement through annual meetings, surveys, and ongoing communication.

Parent & Family Engagement Plan
Purpose: Ensure meaningful involvement of families in student learning and school improvement efforts.
Key Highlights

- Annual family surveys and meetings to gather feedback.
- Parent involvement in planning and evaluating district and school programs.
- Communication regarding academic progress and school initiatives.
- Identification and removal of barriers to family participation.
- Ongoing collaboration between schools and families to improve student outcomes.

Title II.A Plan
Purpose: Increase educator effectiveness and improve student achievement through professional learning, leadership development, and staff retention efforts.
Key Highlights

- High-quality professional development aligned to district and school improvement goals.
- Teacher coaching, mentoring, and leadership development.
- Recruitment and retention of effective educators.
- Data-driven instructional improvement efforts.
- Ongoing consultation with staff and school leaders regarding professional learning needs.

Title III EL Plan
Purpose: Support English Learners in acquiring English proficiency while ensuring access to grade-level academic standards and learning opportunities.
Key Highlights

- EL services through co-teaching, push-in, and pull-out instructional models.
- Support from the Exceptional Learners Director and EL team.
- Direct family support through the Central Office Family Support Coordinator to help families access resources, services, and school-based supports
- Newcomer supports for students and families.
- Professional development for staff on effective English Learner instructional practices and WIDA-aligned strategies.

Title IV.A Plan
Purpose: Provide students with access to a well-rounded education, safe and healthy learning environments, and effective use of technology.
Key Highlights

- Academic enrichment opportunities that support a well-rounded education.
- Activities that strengthen student well-being, belonging, and school climate.
- Technology resources that improve instruction and digital literacy.
- Supports that prepare students for success in college, career, and life.

Board Action Requested
Approval of the FY2Y Title I.A, Title II.A, Title III, Title IV.A, Parent & Family Engagement, and Schoolwide Building-Level Plans authorizes Crossroads Charter Schools to maintain compliance with federal ESSA requirements and access critical federal funding that supports student achievement, educator effectiveness, family engagement, and access and opportunity for all students. In addition, the strengths, needs, and priorities identified through these plans will serve as an important source of stakeholder feedback and improvement planning data as Crossroads reviews and updates its Comprehensive School Improvement Plan (CSIP) during Fall 2026. This process will help ensure continued alignment between federal programs, school improvement efforts, the district Strategic Plan, and the long-term goals of the organization.

Coversheet

May Check Register

Section: IV. Finance
Item: A. May Check Register
Purpose: Vote
Submitted by:
Related Material: 2026.05 CCS CheckRegisterbyType.pdf

Crossroads Charter Schools | **Check Register by Type** | Page: 1

06/04/2026 10:15 AM | Posted; Journal Code CD; Processing Month 05/2026 | User ID: NAFIS

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81104522	05/04/2026	X			QUALITY	QUALITY STAFF LEASING INC.	1,501.95
81104523	05/30/2026	X			WEX	WEX	4,746.41
81104524	05/13/2026	X			GOOGLEF	GOOGLE FIBER	131.30
81104525	05/07/2026	X			GIBBSTECH	Gibbs Tech	5,949.31
81104526	05/05/2026	X			CROSSFIRST	CROSSFIRST BANK	39,418.80
81104527	05/06/2026	X			ACCIDENT	ACCIDENT FUND	0.00
81104535	05/11/2026	X			SSKC	SCHOOL SMART KC	36,250.00
81104536	05/29/2026	X			HARTFORD	THE HARTFORD INSURANCE COMPANY	6,179.80
81104545	05/06/2026	X			CROSSFIRCC	CROSSFIRST CREDIT CARD	39,022.69
81104546	05/21/2026	X			HYVEE	CCHYVEE	336.88
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Payee Type: Vendor **Check Type: Automatic Payment** **Checking Account ID: 15**

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81104489	05/20/2026	X			BNIM	BNIM, INC	5,775.00
	Checking Account ID:	15			Void Total:	0.00 Total without Voids:	90,395.00
	Check Type Total:	Automatic Payment			Void Total:	0.00 Total without Voids:	332,794.03

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1936	05/08/2026	X			NPB	NPB COMPANIES	1,992.50
1937	05/18/2026				ELDERWILL	WILLIAM ELDER	500.00
1938	05/18/2026	X			BROWCAR	Carvorggia Brown	823.75
88238603	05/05/2026	X			VELOCITI	Velociti Services	3,572.42
88238604	05/05/2026	X			VELOCITI	Velociti Services	409.07
88238605	05/05/2026	X			SYNETIC	SYNETIC TECHNOLOGIES	731.00
88238606	05/05/2026	X			OMEGA	OMEGA DOOR AND HARDWARE INC.	1,833.00
88238607	05/05/2026	X			MIDWESTSUP	MIDWEST SUPPLY, INC.	171.35
88238608	05/05/2026	X			MIDWESTSUP	MIDWEST SUPPLY, INC.	210.07
88238609	05/05/2026	X			MIDWESTSUP	MIDWEST SUPPLY, INC.	184.44
88238610	05/05/2026	X			MIDWESTSUP	MIDWEST SUPPLY, INC.	114.72
88238611	05/05/2026	X			VELOCITI	Velociti Services	3,243.01
88238612	05/05/2026	X			CHERNIN	Nina Cherry	700.00
88238613	05/05/2026	X			BENCHMARK	Benchmark Education Company LLC	23,945.25
88238663	05/05/2026	X			ATT	AT&T	162.90
88238736	05/05/2026	X			PUROZONE	PUROZONE	979.50
88238977	05/05/2026	X			HARRTER	Terry Harris	80.00
88238978	05/05/2026	X			HARDINTURN	TRISSI HARDIN-TURNER	140.00
88238979	05/05/2026	X			PETTGRE	Greta Pettijohn	200.00
88238980	05/05/2026	X			ATRONIC	ATRONIC ALARMS INC	204.00
88238981	05/05/2026	X			LINMIC	Michelle Lin	300.00
88238982	05/05/2026	X			MUELJUL	Julia Mueller-Corriston	300.00
88238983	05/05/2026	X			GANNLIS	LISA GANN	300.00
88238984	05/05/2026	X			LABRKEV	KEVIN LABRANCHE	310.00
88238985	05/05/2026	X			BADAKAR	Karen Badalucco	320.00
88238986	05/05/2026	X			ATRONIC	ATRONIC ALARMS INC	324.00
88238987	05/05/2026	X			HUEYCAR	Caroline Huey	325.00
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88238989	05/05/2026	X			MCCLBRE	Breanda McClain	410.00
88238990	05/05/2026	X			SEIDCHE	Cheryl Seidel	420.00
88238991	05/05/2026	X			MARIRAMOS	MARINA RAMOS	472.50
88238992	05/05/2026	X			CANTEMI	EMILY CANTERNA	1,250.00
88238993	05/05/2026	X			INDUSTRYSP	Industry Specific Solutions	1,510.00
88238994	05/05/2026	X			PROCARE	ProCare Therapy	2,800.00

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88238997	05/05/2026	X			HIGENE	HI-GENE'S JANITORIAL	28,853.08
88238998	05/05/2026	X			AMERDINING	AMERICAN FOOD & VENDING CORP	37,901.51
88238999	05/05/2026	X			AMAZON	AMAZON	4,783.22
88247636	05/08/2026	X			KEARNOE	Noel Kearns	200.00
88248487	05/08/2026	X			YARBLAT	LaTresse Yarbough	270.00
88248488	05/08/2026	X			FOLLETT	FOLLETT CONTENT SOLUTIONS LLC	9,494.86
88256005	05/12/2026	X			MYCHIEF	MY CHIEF PEOPLE OFFICER	875.00
88256006	05/12/2026	X			JOSTENS	JOSTENS	2,213.29
88256007	05/12/2026	X			GREENEXPEC	GREEN EXPECTATIONS LANDSCAPING	62.65
88256008	05/12/2026	X			GREENEXPEC	GREEN EXPECTATIONS LANDSCAPING	20.60
88256009	05/12/2026	X			GREENEXPEC	GREEN EXPECTATIONS LANDSCAPING	208.58
88256010	05/12/2026	X			HICCUP	Hiccup Productions Inc	475.00
88256011	05/12/2026	X			THYSSELEV	THYSSENKRUPP ELEVATOR CORP	478.10
88256012	05/12/2026	X			OMEGA	OMEGA DOOR AND HARDWARE INC.	316.25
88256013	05/12/2026	X			ARSECAL	Calvin Arsenia Scott	200.00
88256014	05/12/2026	X			VELOCITI	Velociti Services	4,348.31
88256015	05/12/2026	X			AMMICRO	Vital Records	52.95
88256016	05/12/2026	X			VELOCITI	Velociti Services	1,812.14
88256017	05/12/2026	X			VELOCITI	Velociti Services	949.20
88256018	05/12/2026	X			EVERGY	EVERGY	6,571.27
88256019	05/12/2026	X			EVERGY	EVERGY	1,953.50
88256020	05/12/2026	X			EVERGY	EVERGY	4,185.98
88256021	05/12/2026	X			SPIRE	SPIRE	930.84
88256156	05/12/2026	X			YARDI	YARDI MARKETPLACE	1,425.70
88256157	05/12/2026	X			SMITHEREEN	SMITHEREEN PEST MANAGEMENT	95.00
88256158	05/12/2026	X			SMITHEREEN	SMITHEREEN PEST MANAGEMENT	95.00
88256159	05/12/2026	X			SMITHEREEN	SMITHEREEN PEST MANAGEMENT	95.00
88256249	05/12/2026	X			PUROZONE	PUROZONE	415.54
88256250	05/12/2026	X			SOLI	SOLI AND SOLI INC	107.00
88256251	05/12/2026	X			QUALITY	QUALITY STAFF LEASING INC.	1,171.04
88256252	05/12/2026	X			OFFICEPROD	OFFICE PRODUCTS ALLIANCE	934.29
88256646	05/12/2026	X			LINMIC	Michelle Lin	100.00
88256647	05/12/2026	X			PETTGRE	Greta Pettijohn	110.00
88256648	05/12/2026	X			GANNLIS	LISA GANN	110.00
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88256651	05/12/2026	X			MUELJUL	Julia Mueller-Corriston	275.00
88256652	05/12/2026	X			MCCLBRE	Breanda McClain	310.00
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88256657	05/12/2026	X			BLUESYMPH	CC - BLUE SYMPHONY LLC	1,120.00
88256658	05/12/2026	X			WEBERASSE	Lydia Weber	1,200.00
88256659	05/12/2026	X			LANEYLISA	Lisa Laney	1,475.00
88256660	05/12/2026	X			INDUSTRYSP	Industry Specific Solutions	1,510.00
88256661	05/12/2026	X			PROCARE	ProCare Therapy	2,800.00
88256662	05/12/2026	X			INTEGRITY	Integrity Pro Services LLC	4,840.00
88256663	05/12/2026	X			DONALD	DONALD E MAXWELL, LLC	5,248.00
88256664	05/12/2026	X			21STCENT	21ST CENTURY THERAPY, P.C.	8,262.50
88256665	05/12/2026	X			SHERWOOD	Sherwood Autism Center	13,579.29
88256666	05/12/2026	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	15,803.03
88256667	05/12/2026	X			EDOPS	EdOps	16,112.67
88256668	05/12/2026	X			MEDICOACH	MEDI COACH TRANSPORT SERVICES	23,755.25
88256669	05/12/2026	X			EVERDRIVEN	EverDriven Technologies, LLC ALC Schools, LLC	16,851.60
88256670	05/12/2026	X			AMERDINING	AMERICAN FOOD & VENDING CORP	18,921.41
88256671	05/12/2026	X			AMAZON	AMAZON	8,874.78

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88351187	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351188	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351189	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351190	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351191	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351192	05/19/2026	X			STRATEGOS	Strategos International, L.L.C	560.00
88351193	05/19/2026	X			BRIDGGI	Bridging the Gap Interpreting	300.00
88351194	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351195	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351196	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351197	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,500.00
88351198	05/19/2026	X			PLAZAACADE	THE PLAZA ACADEMY	1,275.00
88351199	05/19/2026	X			PROGRESSIV	PROGRESSIVE ELECTRONICS, INC.	84.00
88351200	05/19/2026	X			MYBRIDGE	MY BRIDGE	400.00
88351201	05/19/2026	X			STACOELE	Staco Electric Construction Co	944.91
88351202	05/19/2026	X			STREAMLINE	Streamline Powered by CivicPlus	3,500.00
88351203	05/19/2026	X			BRIDGGI	Bridging the Gap Interpreting	313.78
88351204	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	14.50
88351205	05/19/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	59.50
88351206	05/19/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	1,093.53
88351207	05/19/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	50.35
88351208	05/19/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	8.00
88351209	05/19/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	1,197.22
88351210	05/19/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	8.27
88351211	05/19/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	874.52
88351212	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	5,714.71
88351213	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	8,164.23
88351214	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	7,551.85
88351215	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	75.18
88351216	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	37.59
88351217	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	75.18
88351218	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	93.61
88351219	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	128.60
88351220	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	17.40
88351221	05/19/2026	X			MCREALTY	MC REALTY GROUP, LLC	7,551.85
88351315	05/19/2026	X			YMCA	YMCA	80.00
88351316	05/19/2026	X			GRAINGER	GRAINGER	706.94
88351414	05/19/2026	X			K12ITC	K12 ITC, INC.	16,896.54
88351415	05/19/2026	X			VICINITY	VICINITY/VEOLIA ENERGY	1,363.88
88351416	05/19/2026	X			OTIS	OTIS ELEVATOR	1,962.52
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88351848	05/19/2026	X			HUEYCAR	Caroline Huey	315.00
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88351850	05/19/2026	X			SEIDCHE	Cheryl Seidel	420.00
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88351852	05/19/2026	X			DEFFEN	DEFFENBAUGH DISPOSAL SERV	808.38
88351853	05/19/2026	X			DEERBRE	Breanna Deering	1,250.00
88351854	05/19/2026	X			MACKCAS	Casey Mack	1,250.00
88351855	05/19/2026	X			INDUSTRYSP	Industry Specific Solutions	1,510.00
88351856	05/19/2026	X			WASHLAK	LaKesha Washington	2,750.00
88351857	05/19/2026	X			PROCARE	ProCare Therapy	2,800.00
88351858	05/19/2026	X			UICS	UNITED INNER CITY SERVICES	3,473.49
88351859	05/19/2026	X			EVERDRIVEN	EverDriven Technologies, LLC ALC Schools, LLC	8,843.70
88351860	05/19/2026	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	11,800.09
88351861	05/19/2026	X			KVC	KVC NILES	16,981.25
88351862	05/19/2026	X			GOMELET	Leticia Gomez	31.25

Crossroads Charter Schools | **Check Register by Type** | Page: 4

06/04/2026 10:15 AM | Posted; Journal Code CD; Processing Month 05/2026 | User ID: NAFIS

Payee Type: Vendor **Check Type: Check** **Checking Account ID: 13**

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
88351863	05/19/2026	X			FSG	FACILITY SOLUTIONS GROUP	288.74
88351864	05/19/2026	X			AMERDINING	AMERICAN FOOD & VENDING CORP	18,077.61
88351865	05/19/2026	X			BISTCOR	BIST / Cornerstones of Care	20,250.00
88351866	05/19/2026	X			AMAZON	AMAZON	1,580.93
88380758	05/26/2026	X			CASEYKORTE	Casey Korte School Traditions	3,656.00
88380759	05/26/2026	X			MYBRIDGE	MY BRIDGE	200.00
88380760	05/26/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	12.81
88380761	05/26/2026	X			FIRSTSTUDE	FIRST STUDENT, INC.	24,802.20
88380762	05/26/2026	X			MCREALTY	MC REALTY GROUP, LLC	150.36
88380763	05/26/2026	X			KCWATER	KCMO WATER SERVICES DEPARTMENT	15.50
88380764	05/26/2026	X			FIRSTSTUDE	FIRST STUDENT, INC.	106,244.58
88380765	05/26/2026	X			GEMSTUDIOS	Gem Studios KC	200.00
88380766	05/26/2026	X			MIDCON	MID-CON MANAGEMENT LLC	6,205.00
88380767	05/26/2026	X			BILLELDER	Bill Elder Creative LLC	1,394.40
88380768	05/26/2026	X			BILLELDER	Bill Elder Creative LLC	420.00
88380934	05/26/2026	X			YARDI	YARDI MARKETPLACE	2,091.39
88380935	05/26/2026	X			YARDI	YARDI MARKETPLACE	1,233.83
88381606	05/26/2026	X			BADAKAR	Karen Badalucco	200.00
88381607	05/26/2026	X			HUEYCAR	Caroline Huey	200.00
88381608	05/26/2026	X			DWONLITTL	Dwon Littlejohn	225.00
88381609	05/26/2026	X			MCCLKAR	Karen McClish	280.00
88381610	05/26/2026	X			MCCLBRE	Breanda McClain	300.00
88381611	05/26/2026	X			GARRASH	Ashley Garrett	380.00
88381612	05/26/2026	X			SEIDCHE	Cheryl Seidel	420.00
88381613	05/26/2026	X			DEFFEN	DEFFENBAUGH DISPOSAL SERV	457.50
88381614	05/26/2026	X			DEFFEN	DEFFENBAUGH DISPOSAL SERV	460.08
88381615	05/26/2026	X			DILLSTE	Stephanie Dillard	480.00
88381616	05/26/2026	X			PAYPOOL	PAYPOOL	1,194.24
88381617	05/26/2026	X			LANEYLISA	Lisa Laney	1,475.00
88381618	05/26/2026	X			JONEKEI	Keith Jones	1,500.00
88381619	05/26/2026	X			MILEDAN	Danielle Miles	1,500.00
88381620	05/26/2026	X			PROCARE	ProCare Therapy	2,800.00
88381621	05/26/2026	X			KCPS	KANSAS CITY PUBLIC SCHOOLS	13,300.00
88381622	05/26/2026	X			FLEXIBLEDU	FLEXIBLE EDUCATORS	21,222.60
88381623	05/26/2026	X			INFINITECA	Infinite Campus	24,011.27
88381624	05/26/2026	X			MEDICOACH	MEDI COACH TRANSPORT SERVICES	27,790.00
88381625	05/26/2026	X			EVERDRIVEN	EverDriven Technologies, LLC ALC Schools, LLC	16,119.10
88381626	05/26/2026	X			AMERDINING	AMERICAN FOOD & VENDING CORP	18,246.71
88381627	05/26/2026	X			HIGENE	HI-GENE'S JANITORIAL	30,250.64
88381628	05/26/2026	X			AMAZON	AMAZON	4,752.03
88388053	05/27/2026	X			TWENJUL	Julie Twenter	125.00

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Coversheet

May Financial Report

Section: IV. Finance
Item: B. May Financial Report
Purpose: FYI
Submitted by:
Related Material: CCS - Monthly Presentation - May 2026.pdf

Crossroads Charter Schools

May 2026 Financials

PREPARED **JUN'26** BY

EDOPS

Contents

- Executive Summary
- Key Performance Indicators
- Forecast Overview
- Cash Forecast
- Key Forecast Changes This Month
- Annotated Financials
- Monthly Financials
- Balance Sheet
- FY27 Budget Summary
- FY27 Budget

Executive Summary

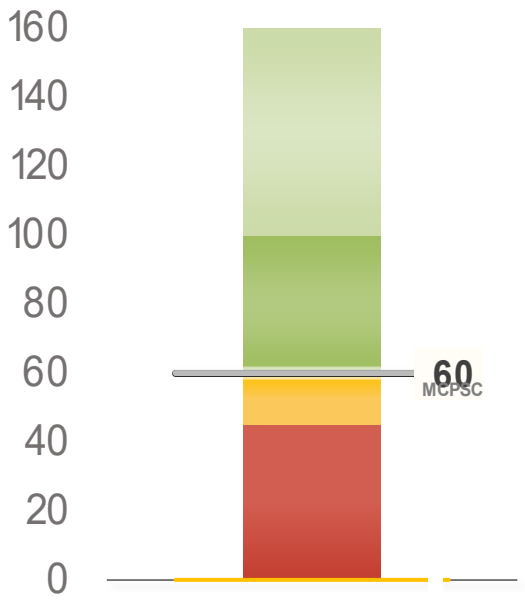
- Despite facing headwinds from an unexpected prior year correction, Crossroads has built steady resilience over the year, meeting the 60 -day cash minimum threshold and marking a significant increase from the 45 days held in June 2025.
- The annual net income projection has stabilized at $1.3m, which is $51k ahead of budget, yielding a healthy 4.8% gross margin and expanding our total ending cash projection to $4.2m.
- As Crossroads transitions to the next chapter of its life, the financial foundation has firm footing. The FY27 core budget strategy reflects the school’s commitment to ensure resources are directed to student and program needs while simultaneously growing operational reserves.

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Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

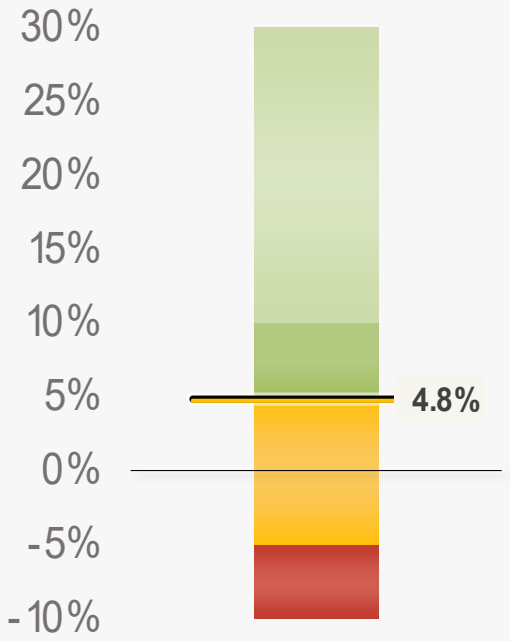


60 DAYS OF CASH AT YEAR'S END

The school will end the year with 60 days of cash. This is below the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

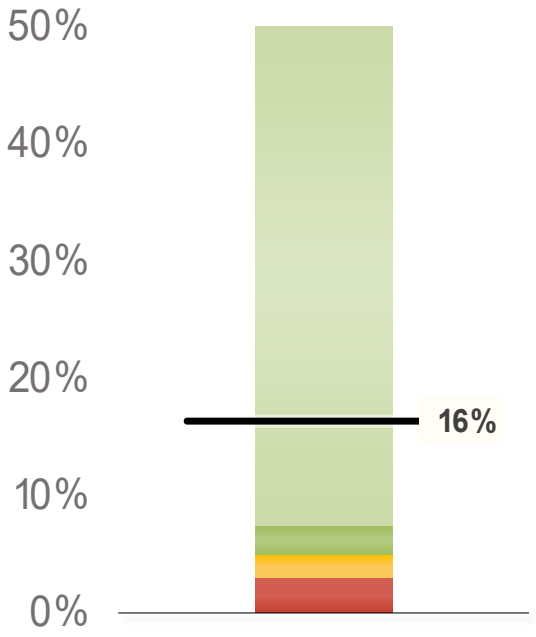


4.8% GROSS MARGIN

The forecasted net income is $1.3m, which is $51k above the budget. It yields a 4.8% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses

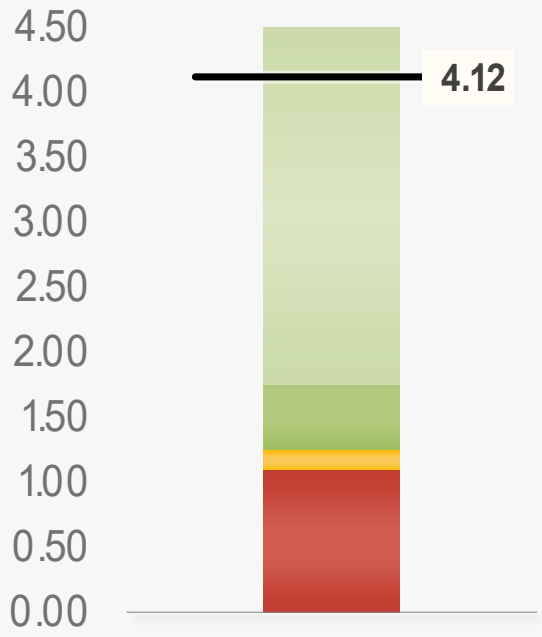


16.37% AT YEAR'S END

The school is projected to end the year with a fund balance of $4,217,823. Last year's fund balance was $2,908,321.

DSCR

Amount of cash flow available to meet annual interest and principal payments on debt



DSCR IS 4.12

Debt Service Coverage Ratio is defined by the school's bank covenants.

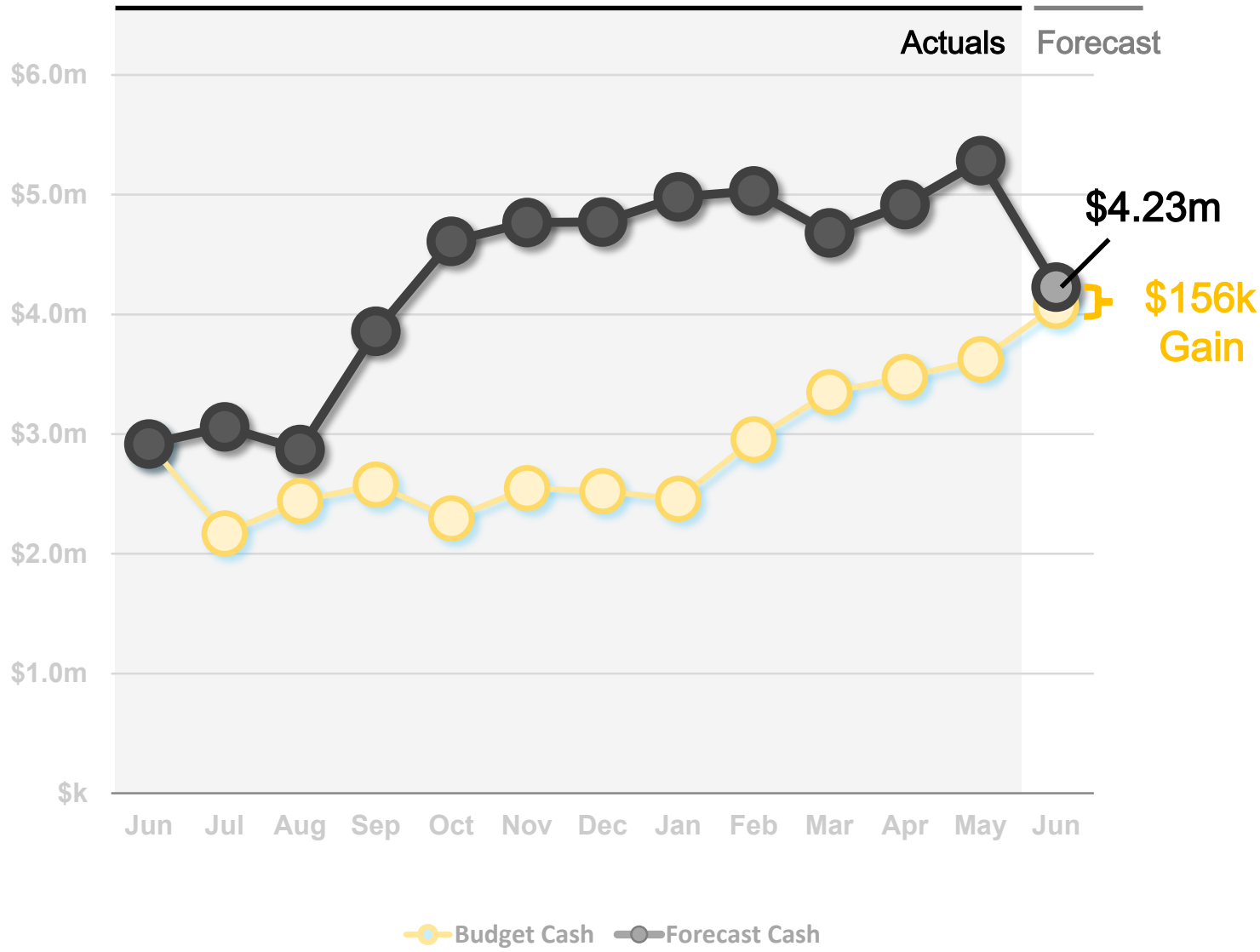
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Cash Forecast

60 Days of Cash at year's end

We forecast the school's year ending cash balance as $4.2m, $156k above budget.

Despite facing adversity from an unanticipated prior year correction, Crossroads has built steady stability over the year, closing June 2026 at the 60-day cash minimum; a notable increase from the 45 days of cash held in June 2025.

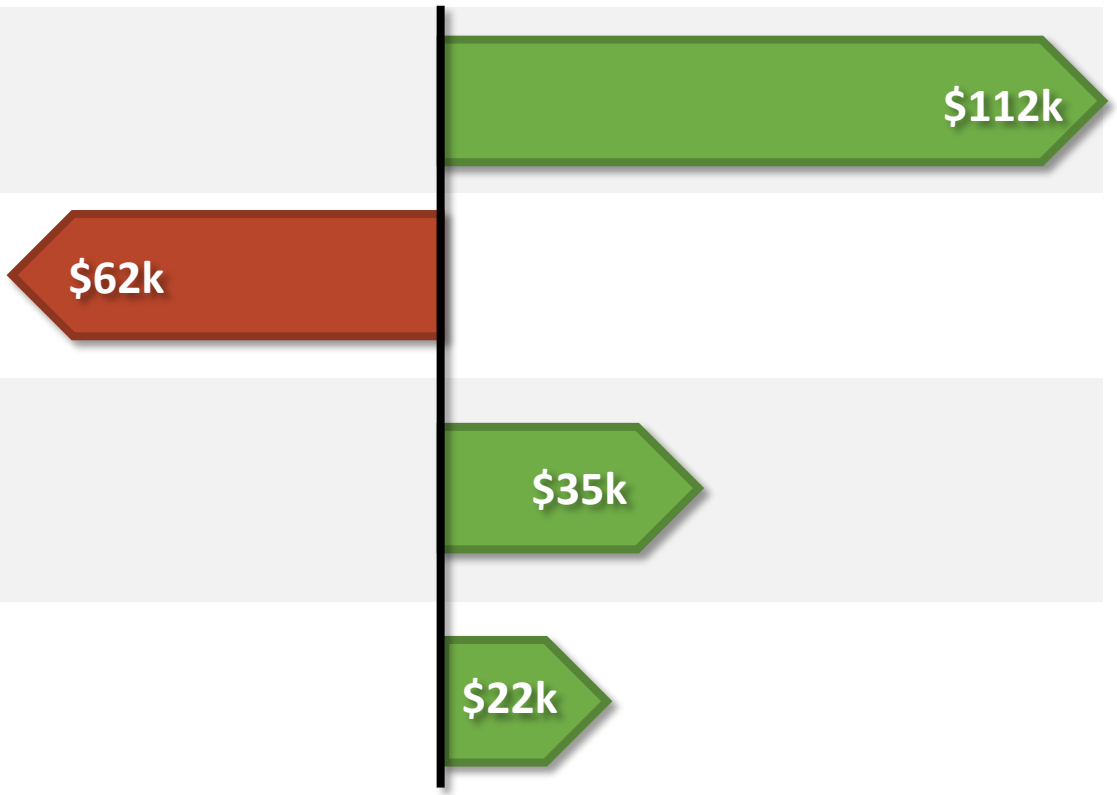


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Key Forecast Changes This Month

The May forecast **decreased** the year -end cash expectation by $235k. Key revenue changes:

Annual Change	*Category*
111,813 more cash	**Earned Fees** Bond Project Revenue, mitigated by expenses
62,181 less cash	**State Revenue** Drop in ADA for to match DESE final estimate.
35,000 more cash	**Private Grants and Donations** Additional grant funding received in FY26 instead of FY27.
21,947 more cash	**Federal Revenue** Food revenue came in higher than forecast.



Key Forecast Changes This Month

The May forecast **decreased** the year -end cash expectation by $235k. Key expense changes:

Annual Change	*Category*	*Impact On Cash*
105,821 less cash	**Occupancy Service** Bond Project expenses mitigated by revenue.	$106k
88,173 less cash	**Student Expense, Food** Food Serv expenses for May trended higher than forecast	$88k
76,044 less cash	**Student Expense, Direct** Expenses came in higher than forecast. One item is related to SSKC grant.	$76k
39,493 less cash	**Office & Business Expense** Expenses came in higher than forecast.	$39k
27,461 less cash	**Transportation** Expenses exceeded the May forecast.	$27k

Annotated Financials

	Year-To-Date			Annual Forecast				
	Actual	*Budget*	*Variance*	*Forecast*	*Budget*	*Variance*	*Remaining*	*Rem %*
Revenue								
Local Revenue	2,079,954	2,042,537	37,417	2,271,408	2,244,414	26,995	191,454	8%
State Revenue	19,874,353	19,952,880	(78,527)	21,542,901	22,139,333	(596,431)	1,668,549	8%
Federal Revenue	1,623,296	1,291,470	331,826	1,781,687	1,481,658	300,029	158,391	9%
Private Grants and Donations	1,011,509	780,000	231,509	1,135,000	800,000	335,000	123,491	11%
Earned Fees	341,631	28,350	313,281	341,631	31,500	310,131	-	0%
Total Revenue	**24,930,742**	**24,095,236**	**835,506**	**27,072,628**	**26,696,904**	**375,723**	**2,141,886** ❶	
Expenses								
Salaries	8,515,502	8,792,117	276,616	9,505,135	9,591,401	86,266	989,633	10%
Benefits and Taxes	2,552,424	2,734,919	182,495	2,835,656	2,983,548	147,891	283,233	10%
Staff-Related Costs	180,605	167,365	(13,240)	241,016	182,580	(58,436)	60,410	25%
Rent	135,002	151,250	16,248	165,000	165,000	0	29,998	18%
Occupancy Service	1,756,721	1,494,531	(262,190)	1,938,253	1,630,397	(307,856)	181,533	9%
Student Expense, Direct	5,610,637	6,512,592	901,955	6,843,901	7,104,646	260,746	1,233,263	18%
Student Expense, Food	608,173	468,000	(140,173)	608,173	520,000	(88,173)	-	0%
Office & Business Expense	1,039,937	1,013,015	(26,922)	1,183,502	1,106,562	(76,940)	143,565	12%
Transportation	1,762,026	1,514,999	(247,027)	1,970,068	1,681,480	(288,588)	208,042	11%
Total Ordinary Expenses	22,161,027	22,848,788	687,761	25,290,703	24,965,614	(325,090)	3,129,677	12%
Interest	433,607	433,054	(553)	472,423	472,423	0	38,816	8%
Total Extraordinary Expenses	433,607	433,054	(553)	472,423	472,423	0	38,816	8%
Total Expenses	**22,594,633**	**23,281,842**	**687,208**	**25,763,126**	**25,438,036**	**(325,090)**	**3,168,492** ❷	
Net Income	**2,336,109**	**813,394**	**1,522,714**	**1,309,502**	**1,258,868**	**50,634**	**(1,026,607)** ❸	
Cash Flow Adjustments	**28,930**	**-**	**28,930**	**0**	**-**	**0**	**(28,930)** ❹	
Change in Cash	**2,365,039**	**813,394**	**1,551,645**	**1,309,502**	**1,258,868**	**50,634**	**(1,055,537)** ❺	

❶ REVENUE: $376K AHEAD

Revenue's shortfall is due to an unanticipated Prior Year Correction (PYC). The impact has been mitigated by a High Needs Fund grant not in the board approved budget, FY25 grant funds received in FY26 and continued inflow of earned fees.

❷ EXPENSES: $325K BEHIND

Salaries & Benefits has an additional payroll added to this fiscal year to complete contracts in this fiscal year.
Occupancy increased due to security supplies & phone/ internet.
Student Direct is favorable since passing the PYC onto vendors.
Transportation increased due to cost trend coming in higher than expected.

❸ NET INCOME: $51K ahead

❹ CASH ADJ:$0K AHEAD

❺ NET CHANGE IN CASH: $51K AHEAD

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Monthly Financials

	Actual											Forecast	
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Revenue													
Local Revenue	187,689	185,323	186,834	186,156	186,514	187,646	186,863	191,753	194,198	193,044	193,935	191,454	2,271,408
State Revenue	1,342,216	1,308,041	2,698,636	2,441,061	1,847,448	1,895,617	1,733,982	1,633,185	1,492,893	1,573,983	1,907,291	1,668,549	21,542,901
Federal Revenue	0	230,391	62,411	88,597	298,318	135,364	227,157	83,636	109,114	298,112	90,194	158,391	1,781,687
Private Grants and Donations	12,699	45,618	231,501	131,941	143,897	87,150	61,364	112,308	64,003	69,144	51,885	123,491	1,135,000
Earned Fees	16,648	7,425	3,960	9,002	3,711	5,195	4,525	6,312	159,823	3,193	121,836	0	341,631
Total Revenue	**1,559,252**	**1,776,798**	**3,183,342**	**2,856,758**	**2,479,887**	**2,310,972**	**2,213,892**	**2,027,194**	**2,020,031**	**2,137,476**	**2,365,141**	**2,141,886**	**27,072,628**
Expenses													
Salaries	731,070	785,539	758,916	783,275	764,807	793,958	761,948	775,431	799,546	769,836	791,174	989,633	9,505,135
Benefits and Taxes	210,862	241,085	225,793	231,230	227,647	233,324	234,462	232,634	246,485	232,799	236,102	283,233	2,835,656
Staff-Related Costs	19,503	33,790	11,130	9,252	8,193	5,071	17,585	32,877	34,156	6,536	2,514	60,410	241,016
Rent	10,332	2,182	15,837	13,637	17,547	21,602	13,283	2,182	23,672	6,362	8,367	29,998	165,000
Occupancy Service	164,508	222,942	124,578	141,162	99,263	172,874	184,885	78,252	253,416	66,840	247,999	181,533	1,938,253
Student Expense, Direct	202,728	461,026	817,075	652,412	579,915	557,745	446,811	504,071	583,728	528,175	276,952	1,233,263	6,843,901
Student Expense, Food	0	0	48,731	55,209	85,357	77,036	51,633	36,017	94,980	66,063	93,147	0	608,173
Office & Business Expense	118,163	99,097	104,776	76,882	108,839	70,926	100,859	103,246	64,480	94,494	98,176	143,565	1,183,502
Transportation	16,730	3,520	38,382	97,978	399,012	328,599	155,225	185,141	211,676	101,328	224,436	208,042	1,970,068
Total Ordinary Expenses	1,473,895	1,849,180	2,145,218	2,061,038	2,290,581	2,261,135	1,966,691	1,949,850	2,312,138	1,872,434	1,978,867	3,129,677	25,290,703
Operating Income	85,357	-72,381	1,038,124	795,720	189,306	49,837	247,200	77,344	-292,107	265,042	386,274	-987,791	1,781,924
Extraordinary Expenses													
Interest	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	38,816	472,423
Total Extraordinary Expenses	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	38,816	472,423
Total Expenses	**1,513,314**	**1,888,599**	**2,184,637**	**2,100,456**	**2,330,000**	**2,300,554**	**2,006,110**	**1,989,269**	**2,351,557**	**1,911,852**	**2,018,286**	**3,168,492**	**25,763,126**
Net Income	**45,938**	**-111,800**	**998,705**	**756,301**	**149,888**	**10,418**	**207,782**	**37,925**	**-331,526**	**225,623**	**346,855**	**-1,026,607**	**1,309,502**
Cash Flow Adjustments	96,666	-76,232	-11,810	-5,822	8,012	-6,123	1,259	12,269	-19,624	12,071	18,266	-28,930	0
Change in Cash	**142,604**	**-188,033**	**986,895**	**750,479**	**157,900**	**4,295**	**209,040**	**50,194**	**-351,151**	**237,695**	**365,121**	**-1,055,537**	**1,309,502**
Ending Cash	3,060,274	2,872,242	3,859,137	4,609,616	4,767,516	4,771,811	4,980,851	5,031,045	4,679,894	4,917,589	5,282,710	4,227,172	

Balance Sheet

	Previous Year End	*Current*	*Year End*
Assets			
Current Assets			
Cash	2,917,671	5,282,710	4,227,172
Total Current Assets	2,917,671	5,282,710	4,227,172
Total Assets	**2,917,671**	**5,282,710**	**4,227,172**
Liabilities and Equity			
Liabilities			
Current Liabilities			
Other Current Liabilities	9,350	38,280	9,350
Total Current Liabilities	9,350	38,280	9,350
Total Long-Term Liabilities	0	0	
Total Liabilities	**9,350**	**38,280**	**9,350**
Equity			
Unrestricted Net Assets	2,908,321	2,908,321	2,908,321
Net Income	0	2,336,109	1,309,502
Total Equity	**2,908,321**	**5,244,430**	**4,217,823**
Total Liabilities and Equity	**2,917,671**	**5,282,710**	**4,227,172**

FY27 Budget Summary

- State Aid has been projected at $14,900 per Combined WAM_WADA (CWW). This projection is based on one number we know is true, Local Aid, and one number, which we are less sure of, KCPS WAM WADA. Based on data submitted by KCPS to DESE, this projection appears conservative and allows room for a prior year correction.
- To insulate operations, Crossroads is maintaining a deliberately conservative baseline with the Combined WAM WADA metrics. This cautious approach proactively builds a buffer to absorb any potential prior year corrections and local tax clawbacks without disrupting the classroom.
- There is opportunity for improvement in state aid revenue. Depending on the final state aid funding allocations, any positive variances realized will be strategically directed toward expanding capacity to serve more students and deepening instructional impact.

FY27 Budget Summary (continued)

Expense Outlook and Budget Variances

Overall, total expenses are projected to increase by a modest 1.81% compared to the FY26 May Forecast, driven by strategic adjustments in core operational areas. Due to deliberate and careful planning, the vast majority of our standard operation expense categories have been maintained within a tight variance of 5% or less.

However, two primary structural shifts drive the notable deviations in this budget:

- **Benefits and Taxes (+13.37%):** reflects an increase of $379,063, driven by anticipated rate adjustments and structural updates to the compensation.
- **Occupancy Services (-25.26%):** reflects substantial cost reduction of $390,863, capturing realized efficiencies and realigned service agreements for the upcoming year.

FY27 Budget

		SY25-26	FY26 Forecast	SY26-27	Comments	FY26 to FY27		Forecast TO FY27	
Students		*BUDGET*	FY26 May Forecast						
	Students (End of Year Count)	1040	1043	1049	Includes PK	9	1%	6	1%
	CWAM	1625.26	1637.76	1552.18	Combined Weighted Average Membership				
	CWADA	1492.65	1503.79	1415.82	Combined Weighted Average Daily Attendance				
	WAM Phase-In	325.05	327.55	310.44	Weighted Average Membership Phase-In 20%				
	WADA Phase-In	1194.12	1203.03	1132.66	Weighted Average Daily Attendance Phase-In 80%				
	Summer School Phase-In	-54.17	-60.67	0	Summer School Phase-In to match FY27				
	ADA K-12	869	890	894	ADA based on 86% attendance, in line with current year trends	25	3%	4	0%
	ADA PK	11	9	10		-1	-9%	1	11%
	ADA Summer School	440	450	468	Partner summer programs plus CCS August Jumpstart	28	6%	18	4%
	Weights: FRL	93	93	78	DESE threshold increased to 20.49%, FRL Count estimated at 625	-15	-16%	-15	-16%
	Weights: LEP	50	43	25	DESE threshold increased to 4.04%, LEP count estimated 104	-25	-50%	-18	-42%
	Weights: IEP	0	0	0	DESE threshold increased to 14.12%; IEP estimated 144	0	0%	0	0%
	CWW	1542.96	1469.91	1469.91	Using FY26 CWW total for FY27, which includes 20/80 phase in	13	1%	0	0%
Employees									
	Instructional	106	108	106		0	0%	-2	-2%
	Support	17	17	17		0	0%	0	0%
	Admin	26	24	28		2	8%	4	17%
		149	**149**	**151**		**2**	**1%**	**2**	**1%**

FY27 Budget

		SY25-26	FY26 Forecast	SY26-27	Comments	FY26 to FY27		Forecast TO FY27	
Revenue			FY26 May Forecast						
	Local Revenue	2,244,414	2,271,408	2,258,817	DESE Prop C rate $1,465 * prior YR WADA; Bank Interest	14,403	1%	-12,591	-1%
	State Revenue	22,139,333	21,542,901	22,468,520	**CWW of 1469.91 at $14,900**	329,187	1%	925,619	4%
	Federal Revenue	1,481,658	1,781,687	1,208,857	Preliminary Allocations; food consistent; loss of DOJ.	-272,801	-18%	-572,830	-32%
	Private Grants and Donations	800,000	1,135,000	1,000,000	Private donations	200,000	25%	-135,000	-12%
	Earned Fees	31,500	341,631	31,500	Student food revenue	0	0%	-310,131	-91%
	Revenue Total	**23,775,563**	**27,072,627**	**26,967,695**		**3,192,132**	13%	-104,932	0%
Expenses									
	Salaries	9,591,401	9,501,511	10,001,487	151 Staff	410,086	4%	499,976	5%
	Benefits and Taxes	2,983,548	2,835,656	3,214,719	increase to benefits of 12%	231,171	8%	379,063	13%
	Staff-Related Costs	185,180	241,016	229,162	Reduced vendors no longer needed	43,982	24%	-11,854	-5%
	Rent	165,000	165,000	157,024	Increase rent for CS. Offset by decreases to rent for CPA & QH and parking vou	-7,976	-5%	-7,976	-5%
	Occupancy Service	1,530,397	1,832,432	1,530,351	Reduced vendors no longer needed and other vendor inflation	-46	0%	-302,081	-16%
	Student Expense, Direct	7,104,646	6,767,857	6,585,095	Summer School and PK ADA related to pass-through	-519,551	-7%	-182,762	-3%
	Student Expense, Indirect	520,000	608,173	620,000	increased based on FY26 trends and inflation	100,000	19%	11,827	2%
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	Transportation	1,681,480	1,942,607	2,045,866	increased based on FY26 trends and inflation	364,386	22%	103,259	5%
	Interest	472,423	472,423	472,423		0	0%	0	0%
	Facility Improvements	100,000	150,000	150,000		50,000	50%	0	0%
	Expenses Total	**25,438,037**	**25,700,177**	**26,214,347**		**776,310**	3%	514,170	2%
NET ORDINARY INCOME		**1,258,868**	**1,372,450**	**753,348**					
NET INCOME		**1,258,868**	**1,372,450**	**753,348**					
Cash Flow Adjustments									
	Cash Flow Adjustments Total		0	-					
CHANGE IN CASH		**1,258,868**	**1,372,450**	**753,348**					
Starting Cash Balance		2,908,321	2,908,321	4,280,771					
Change In Cash		1,258,868	1,372,450	753,348					
ENDING CASH BALANCE		**4,167,189**	**4,280,771**	**5,034,119**					
	YTD Fund BAL	**5%**	**5%**	**3%**					
	Operating Reseves	**16%**	**17%**	**19%**					
	Days of Cash	60	61	70					



QUESTIONS?

Please contact your EdOps Finance Team:

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tracy@ed-ops.com

913.484.2362

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Coversheet

FY27 Budget

Section: IV. Finance
Item: C. FY27 Budget
Purpose: Vote
Submitted by:
Related Material: CCS - Monthly Presentation - May 2026.pdf
FY27 Budget Letter to Board.pdf

Crossroads Charter Schools

May 2026 Financials

PREPARED **JUN'26** BY

EDOPS

Contents

- Executive Summary
- Key Performance Indicators
- Forecast Overview
- Cash Forecast
- Key Forecast Changes This Month
- Annotated Financials
- Monthly Financials
- Balance Sheet
- FY27 Budget Summary
- FY27 Budget

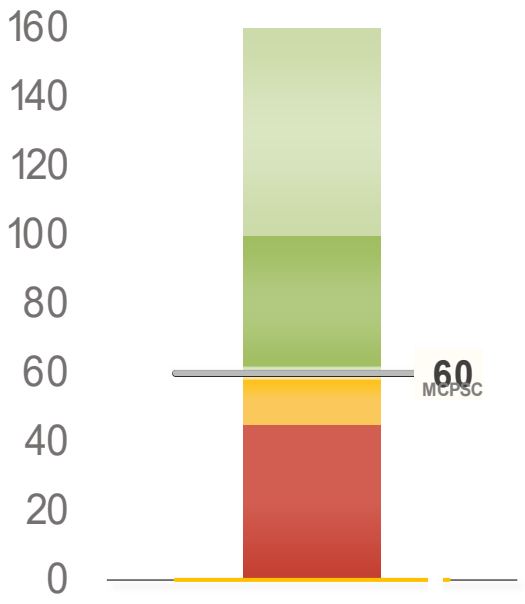
Executive Summary

- Despite facing headwinds from an unexpected prior year correction, Crossroads has built steady resilience over the year, meeting the 60 -day cash minimum threshold and marking a significant increase from the 45 days held in June 2025.
- The annual net income projection has stabilized at $1.3m, which is $51k ahead of budget, yielding a healthy 4.8% gross margin and expanding our total ending cash projection to $4.2m.
- As Crossroads transitions to the next chapter of its life, the financial foundation has firm footing. The FY27 core budget strategy reflects the school’s commitment to ensure resources are directed to student and program needs while simultaneously growing operational reserves.

Key Performance Indicators

Days of Cash

Cash balance at year-end divided by average daily expenses

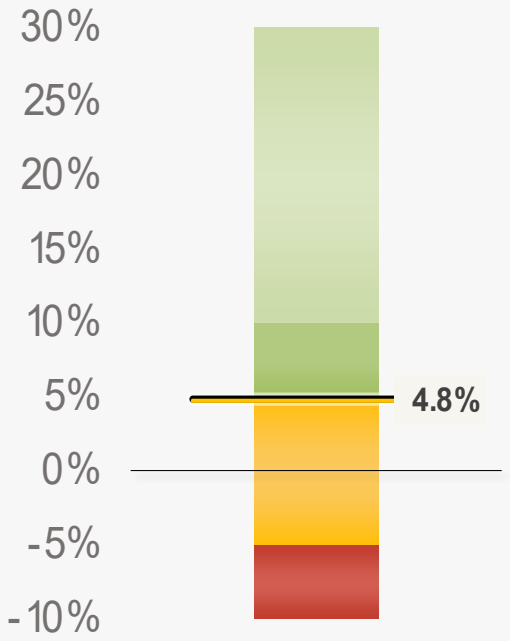


60 DAYS OF CASH AT YEAR'S END

The school will end the year with 60 days of cash. This is below the recommended 60 days

Gross Margin

Revenue less expenses, divided by revenue

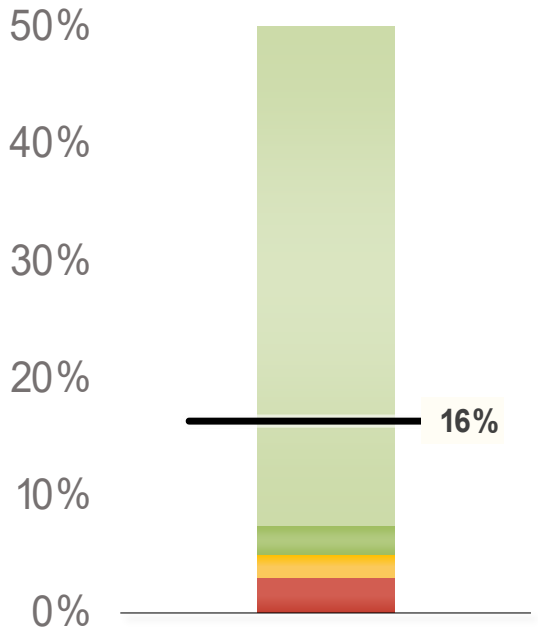


4.8% GROSS MARGIN

The forecasted net income is $1.3m, which is $51k above the budget. It yields a 4.8% gross margin.

Fund Balance %

Forecasted Ending Fund Balance / Total Expenses

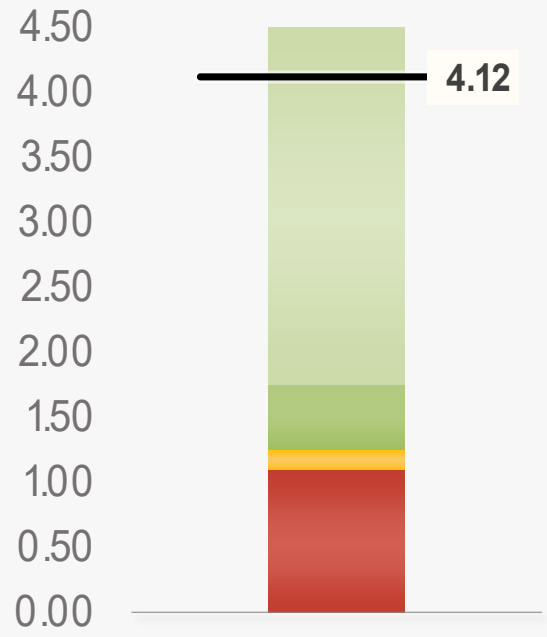


16.37% AT YEAR'S END

The school is projected to end the year with a fund balance of $4,217,823. Last year's fund balance was $2,908,321.

DSCR

Amount of cash flow available to meet annual interest and principal payments on debt



DSCR IS 4.12

Debt Service Coverage Ratio is defined by the school's bank covenants.

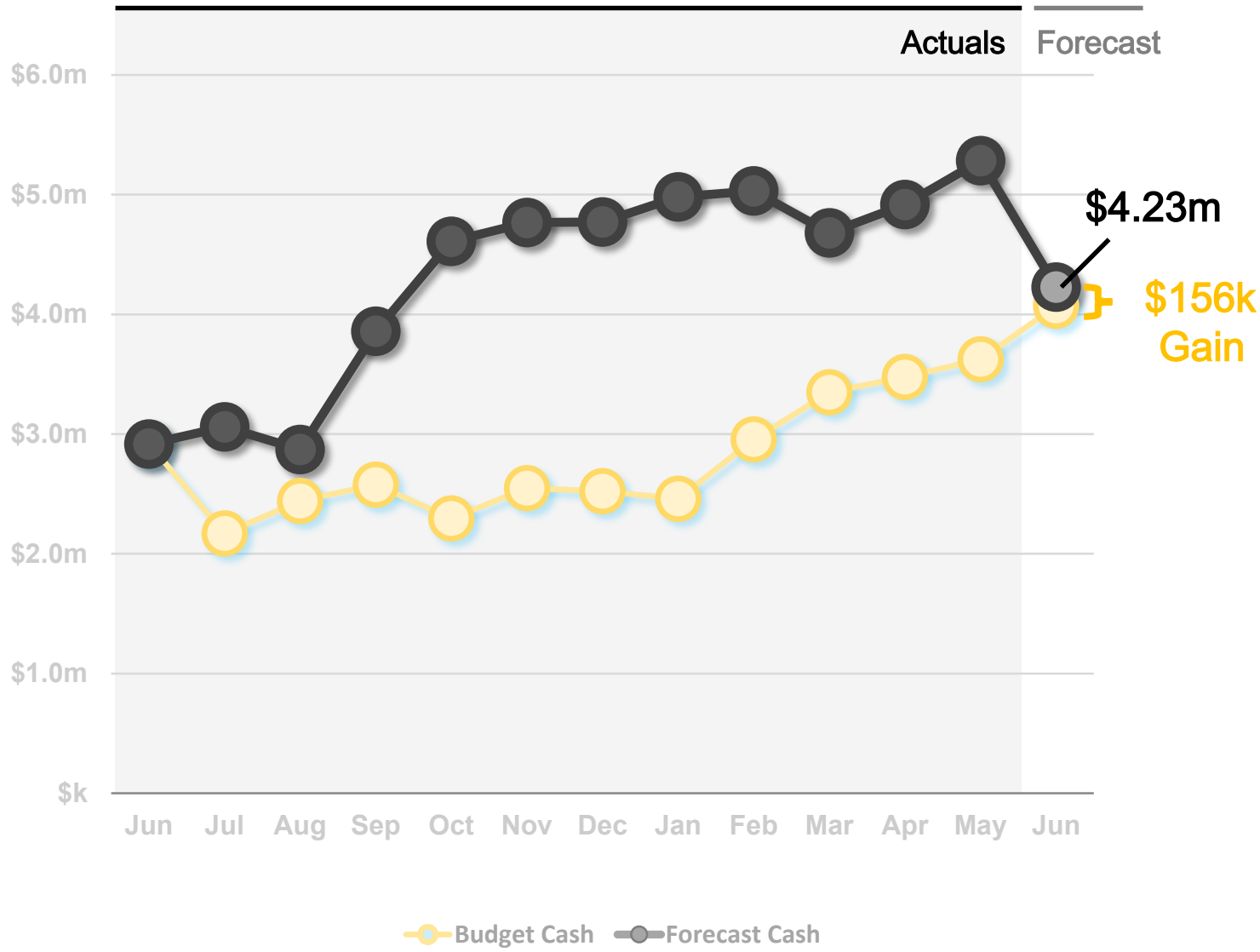
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Cash Forecast

60 Days of Cash at year's end

We forecast the school's year ending cash balance as $4.2m, $156k above budget.

Despite facing adversity from an unanticipated prior year correction, Crossroads has built steady stability over the year, closing June 2026 at the 60-day cash minimum; a notable increase from the 45 days of cash held in June 2025.

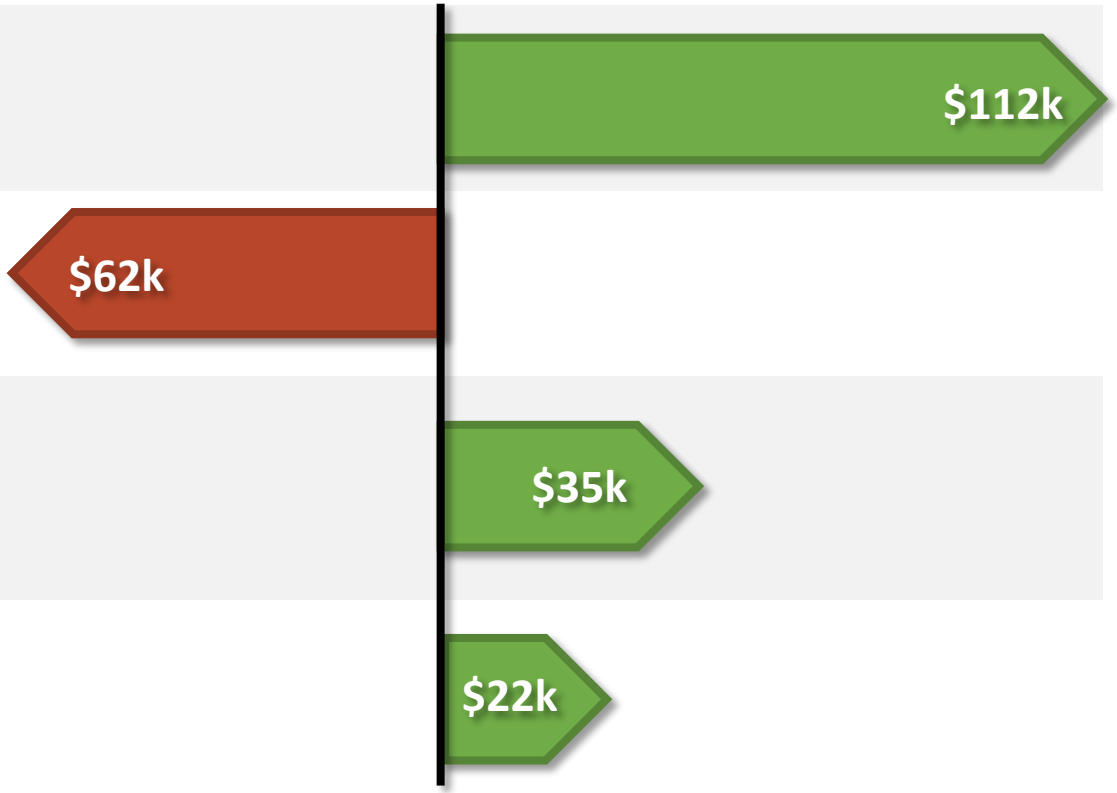


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Key Forecast Changes This Month

The May forecast **decreased** the year -end cash expectation by $235k. Key revenue changes:

Annual Change	*Category*
111,813 more cash	**Earned Fees** Bond Project Revenue, mitigated by expenses
62,181 less cash	**State Revenue** Drop in ADA for to match DESE final estimate.
35,000 more cash	**Private Grants and Donations** Additional grant funding received in FY26 instead of FY27.
21,947 more cash	**Federal Revenue** Food revenue came in higher than forecast.



Key Forecast Changes This Month

The May forecast **decreased** the year -end cash expectation by $235k. Key expense changes:

Annual Change	*Category*	*Impact On Cash*
105,821 less cash	**Occupancy Service** Bond Project expenses mitigated by revenue.	$106k
88,173 less cash	**Student Expense, Food** Food Serv expenses for May trended higher than forecast	$88k
76,044 less cash	**Student Expense, Direct** Expenses came in higher than forecast. One item is related to SSKC grant.	$76k
39,493 less cash	**Office & Business Expense** Expenses came in higher than forecast.	$39k
27,461 less cash	**Transportation** Expenses exceeded the May forecast.	$27k

Annotated Financials

	Year-To-Date			Annual Forecast				
	Actual	*Budget*	*Variance*	*Forecast*	*Budget*	*Variance*	*Remaining*	*Rem %*
Revenue								
Local Revenue	2,079,954	2,042,537	37,417	2,271,408	2,244,414	26,995	191,454	8%
State Revenue	19,874,353	19,952,880	(78,527)	21,542,901	22,139,333	(596,431)	1,668,549	8%
Federal Revenue	1,623,296	1,291,470	331,826	1,781,687	1,481,658	300,029	158,391	9%
Private Grants and Donations	1,011,509	780,000	231,509	1,135,000	800,000	335,000	123,491	11%
Earned Fees	341,631	28,350	313,281	341,631	31,500	310,131	-	0%
Total Revenue	**24,930,742**	**24,095,236**	**835,506**	**27,072,628**	**26,696,904**	**375,723**	**2,141,886** ❶	
Expenses								
Salaries	8,515,502	8,792,117	276,616	9,505,135	9,591,401	86,266	989,633	10%
Benefits and Taxes	2,552,424	2,734,919	182,495	2,835,656	2,983,548	147,891	283,233	10%
Staff-Related Costs	180,605	167,365	(13,240)	241,016	182,580	(58,436)	60,410	25%
Rent	135,002	151,250	16,248	165,000	165,000	0	29,998	18%
Occupancy Service	1,756,721	1,494,531	(262,190)	1,938,253	1,630,397	(307,856)	181,533	9%
Student Expense, Direct	5,610,637	6,512,592	901,955	6,843,901	7,104,646	260,746	1,233,263	18%
Student Expense, Food	608,173	468,000	(140,173)	608,173	520,000	(88,173)	-	0%
Office & Business Expense	1,039,937	1,013,015	(26,922)	1,183,502	1,106,562	(76,940)	143,565	12%
Transportation	1,762,026	1,514,999	(247,027)	1,970,068	1,681,480	(288,588)	208,042	11%
Total Ordinary Expenses	22,161,027	22,848,788	687,761	25,290,703	24,965,614	(325,090)	3,129,677	12%
Interest	433,607	433,054	(553)	472,423	472,423	0	38,816	8%
Total Extraordinary Expenses	433,607	433,054	(553)	472,423	472,423	0	38,816	8%
Total Expenses	**22,594,633**	**23,281,842**	**687,208**	**25,763,126**	**25,438,036**	**(325,090)**	**3,168,492** ❷	
Net Income	**2,336,109**	**813,394**	**1,522,714**	**1,309,502**	**1,258,868**	**50,634**	**(1,026,607)** ❸	
Cash Flow Adjustments	**28,930**	**-**	**28,930**	**0**	**-**	**0**	**(28,930)** ❹	
Change in Cash	**2,365,039**	**813,394**	**1,551,645**	**1,309,502**	**1,258,868**	**50,634**	**(1,055,537)** ❺	

❶ REVENUE: $376K AHEAD

Revenue's shortfall is due to an unanticipated Prior Year Correction (PYC). The impact has been mitigated by a High Needs Fund grant not in the board approved budget, FY25 grant funds received in FY26 and continued inflow of earned fees.

❷ EXPENSES: $325K BEHIND

Salaries & Benefits has an additional payroll added to this fiscal year to complete contracts in this fiscal year.
Occupancy increased due to security supplies & phone/ internet.
Student Direct is favorable since passing the PYC onto vendors.
Transportation increased due to cost trend coming in higher than expected.

❸ NET INCOME: $51K ahead

❹ CASH ADJ:$0K AHEAD

❺ NET CHANGE IN CASH: $51K AHEAD

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Monthly Financials

	Actual											Forecast	
Income Statement	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	TOTAL
Revenue													
Local Revenue	187,689	185,323	186,834	186,156	186,514	187,646	186,863	191,753	194,198	193,044	193,935	191,454	2,271,408
State Revenue	1,342,216	1,308,041	2,698,636	2,441,061	1,847,448	1,895,617	1,733,982	1,633,185	1,492,893	1,573,983	1,907,291	1,668,549	21,542,901
Federal Revenue	0	230,391	62,411	88,597	298,318	135,364	227,157	83,636	109,114	298,112	90,194	158,391	1,781,687
Private Grants and Donations	12,699	45,618	231,501	131,941	143,897	87,150	61,364	112,308	64,003	69,144	51,885	123,491	1,135,000
Earned Fees	16,648	7,425	3,960	9,002	3,711	5,195	4,525	6,312	159,823	3,193	121,836	0	341,631
Total Revenue	**1,559,252**	**1,776,798**	**3,183,342**	**2,856,758**	**2,479,887**	**2,310,972**	**2,213,892**	**2,027,194**	**2,020,031**	**2,137,476**	**2,365,141**	**2,141,886**	**27,072,628**
Expenses													
Salaries	731,070	785,539	758,916	783,275	764,807	793,958	761,948	775,431	799,546	769,836	791,174	989,633	9,505,135
Benefits and Taxes	210,862	241,085	225,793	231,230	227,647	233,324	234,462	232,634	246,485	232,799	236,102	283,233	2,835,656
Staff-Related Costs	19,503	33,790	11,130	9,252	8,193	5,071	17,585	32,877	34,156	6,536	2,514	60,410	241,016
Rent	10,332	2,182	15,837	13,637	17,547	21,602	13,283	2,182	23,672	6,362	8,367	29,998	165,000
Occupancy Service	164,508	222,942	124,578	141,162	99,263	172,874	184,885	78,252	253,416	66,840	247,999	181,533	1,938,253
Student Expense, Direct	202,728	461,026	817,075	652,412	579,915	557,745	446,811	504,071	583,728	528,175	276,952	1,233,263	6,843,901
Student Expense, Food	0	0	48,731	55,209	85,357	77,036	51,633	36,017	94,980	66,063	93,147	0	608,173
Office & Business Expense	118,163	99,097	104,776	76,882	108,839	70,926	100,859	103,246	64,480	94,494	98,176	143,565	1,183,502
Transportation	16,730	3,520	38,382	97,978	399,012	328,599	155,225	185,141	211,676	101,328	224,436	208,042	1,970,068
Total Ordinary Expenses	1,473,895	1,849,180	2,145,218	2,061,038	2,290,581	2,261,135	1,966,691	1,949,850	2,312,138	1,872,434	1,978,867	3,129,677	25,290,703
Operating Income	85,357	-72,381	1,038,124	795,720	189,306	49,837	247,200	77,344	-292,107	265,042	386,274	-987,791	1,781,924
Extraordinary Expenses													
Interest	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	38,816	472,423
Total Extraordinary Expenses	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	39,419	38,816	472,423
Total Expenses	**1,513,314**	**1,888,599**	**2,184,637**	**2,100,456**	**2,330,000**	**2,300,554**	**2,006,110**	**1,989,269**	**2,351,557**	**1,911,852**	**2,018,286**	**3,168,492**	**25,763,126**
Net Income	**45,938**	**-111,800**	**998,705**	**756,301**	**149,888**	**10,418**	**207,782**	**37,925**	**-331,526**	**225,623**	**346,855**	**-1,026,607**	**1,309,502**
Cash Flow Adjustments	96,666	-76,232	-11,810	-5,822	8,012	-6,123	1,259	12,269	-19,624	12,071	18,266	-28,930	0
Change in Cash	**142,604**	**-188,033**	**986,895**	**750,479**	**157,900**	**4,295**	**209,040**	**50,194**	**-351,151**	**237,695**	**365,121**	**-1,055,537**	**1,309,502**
Ending Cash	3,060,274	2,872,242	3,859,137	4,609,616	4,767,516	4,771,811	4,980,851	5,031,045	4,679,894	4,917,589	5,282,710	4,227,172	

Balance Sheet

	Previous Year End	*Current*	*Year End*
Assets			
Current Assets			
Cash	2,917,671	5,282,710	4,227,172
Total Current Assets	2,917,671	5,282,710	4,227,172
Total Assets	**2,917,671**	**5,282,710**	**4,227,172**
Liabilities and Equity			
Liabilities			
Current Liabilities			
Other Current Liabilities	9,350	38,280	9,350
Total Current Liabilities	9,350	38,280	9,350
Total Long-Term Liabilities	0	0	
Total Liabilities	**9,350**	**38,280**	**9,350**
Equity			
Unrestricted Net Assets	2,908,321	2,908,321	2,908,321
Net Income	0	2,336,109	1,309,502
Total Equity	**2,908,321**	**5,244,430**	**4,217,823**
Total Liabilities and Equity	**2,917,671**	**5,282,710**	**4,227,172**

FY27 Budget Summary

- State Aid has been projected at $14,900 per Combined WAM_WADA (CWW). This projection is based on one number we know is true, Local Aid, and one number, which we are less sure of, KCPS WAM WADA. Based on data submitted by KCPS to DESE, this projection appears conservative and allows room for a prior year correction.
- To insulate operations, Crossroads is maintaining a deliberately conservative baseline with the Combined WAM WADA metrics. This cautious approach proactively builds a buffer to absorb any potential prior year corrections and local tax clawbacks without disrupting the classroom.
- There is opportunity for improvement in state aid revenue. Depending on the final state aid funding allocations, any positive variances realized will be strategically directed toward expanding capacity to serve more students and deepening instructional impact.

FY27 Budget Summary (continued)

Expense Outlook and Budget Variances

Overall, total expenses are projected to increase by a modest 1.81% compared to the FY26 May Forecast, driven by strategic adjustments in core operational areas. Due to deliberate and careful planning, the vast majority of our standard operation expense categories have been maintained within a tight variance of 5% or less.

However, two primary structural shifts drive the notable deviations in this budget:

- **Benefits and Taxes (+13.37%):** reflects an increase of $379,063, driven by anticipated rate adjustments and structural updates to the compensation.
- **Occupancy Services (-25.26%):** reflects substantial cost reduction of $390,863, capturing realized efficiencies and realigned service agreements for the upcoming year.

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FY27 Budget

		SY25-26	FY26 Forecast	SY26-27	Comments	FY26 to FY27		Forecast TO FY27	
Students		*BUDGET*	FY26 May Forecast						
	Students (End of Year Count)	1040	1043	1049	Includes PK	9	1%	6	1%
	CWAM	1625.26	1637.76	1552.18	Combined Weighted Average Membership				
	CWADA	1492.65	1503.79	1415.82	Combined Weighted Average Daily Attendance				
	WAM Phase-In	325.05	327.55	310.44	Weighted Average Membership Phase-In 20%				
	WADA Phase-In	1194.12	1203.03	1132.66	Weighted Average Daily Attendance Phase-In 80%				
	Summer School Phase-In	-54.17	-60.67	0	Summer School Phase-In to match FY27				
	ADA K-12	869	890	894	ADA based on 86% attendance, in line with current year trends	25	3%	4	0%
	ADA PK	11	9	10		-1	-9%	1	11%
	ADA Summer School	440	450	468	Partner summer programs plus CCS August Jumpstart	28	6%	18	4%
	Weights: FRL	93	93	78	DESE threshold increased to 20.49%, FRL Count estimated at 625	-15	-16%	-15	-16%
	Weights: LEP	50	43	25	DESE threshold increased to 4.04%, LEP count estimated 104	-25	-50%	-18	-42%
	Weights: IEP	0	0	0	DESE threshold increased to 14.12%; IEP estimated 144	0	0%	0	0%
	CWW	1542.96	1469.91	1469.91	Using FY26 CWW total for FY27, which includes 20/80 phase in	13	1%	0	0%
Employees									
	Instructional	106	108	106		0	0%	-2	-2%
	Support	17	17	17		0	0%	0	0%
	Admin	26	24	28		2	8%	4	17%
		149	**149**	**151**		**2**	**1%**	**2**	**1%**

FY27 Budget

		SY25-26	FY26 Forecast	SY26-27	Comments	FY26 to FY27		Forecast TO FY27	
Revenue			FY26 May Forecast						
	Local Revenue	2,244,414	2,271,408	2,258,817	DESE Prop C rate $1,465 * prior YR WADA; Bank Interest	14,403	1%	-12,591	-1%
	State Revenue	22,139,333	21,542,901	22,468,520	**CWW of 1469.91 at $14,900**	329,187	1%	925,619	4%
	Federal Revenue	1,481,658	1,781,687	1,208,857	Preliminary Allocations; food consistent; loss of DOJ.	-272,801	-18%	-572,830	-32%
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	Office & Business Expense	1,103,962	1,183,502	1,208,220	Reduced vendors no longer needed and other vendor inflation	104,258	9%	24,718	2%
	Transportation	1,681,480	1,942,607	2,045,866	increased based on FY26 trends and inflation	364,386	22%	103,259	5%
	Interest	472,423	472,423	472,423		0	0%	0	0%
	Facility Improvements	100,000	150,000	150,000		50,000	50%	0	0%
	Expenses Total	**25,438,037**	**25,700,177**	**26,214,347**		**776,310**	3%	514,170	2%
NET ORDINARY INCOME		**1,258,868**	**1,372,450**	**753,348**					
NET INCOME		**1,258,868**	**1,372,450**	**753,348**					
Cash Flow Adjustments									
	Cash Flow Adjustments Total		0	-					
CHANGE IN CASH		**1,258,868**	**1,372,450**	**753,348**					
Starting Cash Balance		2,908,321	2,908,321	4,280,771					
Change In Cash		1,258,868	1,372,450	753,348					
ENDING CASH BALANCE		**4,167,189**	**4,280,771**	**5,034,119**					
	YTD Fund BAL	**5%**	**5%**	**3%**					
	Operating Reseves	**16%**	**17%**	**19%**					
	Days of Cash	60	61	70					



QUESTIONS?

Please contact your EdOps Finance Team:

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June 22, 2026

Dear Board of Directors,

Board Members,

I am pleased to present the proposed FY27 budget for Crossroads Charter Schools. This budget reflects our continued commitment to academic excellence, Real World Learning, creativity, belonging, and long-term financial sustainability as we prepare for an exciting new chapter in the organization's leadership and growth.

More than a financial document, this budget is a strategic investment in our mission of preparing students for success in college, career, and life. Every major investment supports the priorities outlined in our Strategic Plan and Comprehensive School Improvement Plan (CSIP), ensuring that our resources are aligned with the outcomes we seek for students, families, and staff.

The FY27 budget is based on an enrollment projection of 1,049 students and a conservative funding assumption of $14,900 per student. The proposed budget includes $26.9 million in revenue and $26.2 million in expenses, resulting in a projected operating surplus of $753K. We anticipate ending the fiscal year with a fund balance of 19% and reserves of approximately $5 million, allowing us to continue building toward the Board's long-term financial sustainability goals while maintaining the flexibility needed to navigate funding uncertainty, enrollment fluctuations, and rising operational costs.

As always, our largest investment is in people. More than half of the budget is dedicated to salaries and benefits, supporting the educators, leaders, and staff members who make our mission possible. The FY27 budget includes several strategic investments designed to improve student outcomes, strengthen family support, and enhance organizational effectiveness.

One of the most significant additions is a Central Office Family Support Coordinator. This role will serve as a primary liaison between families and the central office, helping families access resources, navigate school systems, overcome barriers to success, and connect with services related to enrollment, transportation, technology, language access, and family support programs. This investment directly supports our commitment to belonging, equity, and family engagement.

To strengthen academic achievement, the budget includes funding for Reading Tutoring at Crossroads Preparatory Academy. This targeted intervention will provide additional literacy support for students who need it most and aligns directly with our CSIP goals to improve academic outcomes, accelerate student growth, and close achievement gaps.

The budget also includes the transition of two operational positions from 10-month to 12-month schedules. This change will provide greater consistency in safety, facilities, and operational planning throughout the entire year. Having these team members available during the summer months allows for stronger preparation for school openings, enhanced facility readiness, improved safety planning, more efficient project management, and continuity of support across all three campuses. This investment strengthens our ability to proactively address operational needs rather than reacting to them once the school year begins.

Additionally, the budget reflects the transition from a Chief Academic Officer model to an Assistant Superintendent model. This change expands leadership capacity and provides dedicated oversight for academic achievement, literacy implementation, principal development, and district-wide strategic initiatives.

The Assistant Superintendent role will help ensure stronger alignment across campuses while supporting the successful implementation of our Strategic Plan and CSIP goals.

Recognizing the importance of a successful leadership transition, the FY27 budget also includes dedicated support for onboarding our new Superintendent and Assistant Superintendent. These resources will help ensure continuity, preserve institutional knowledge, and position our leadership team for long-term success.

The budget continues our commitment to Real World Learning, a defining characteristic of the Crossroads experience. FY27 includes the launch of a new Business Pathway and an expansion of our Early College Program to ten students. These investments provide students with meaningful opportunities to earn college credit, explore career pathways, engage with industry professionals, and graduate better prepared for college, career, and life.

In addition, the budget includes funding for a capital campaign consultant to support fundraising efforts for the future Crossroads Community Center. This project represents a significant investment in the long-term future of Crossroads and will create expanded opportunities for student athletics, arts, community programming, family engagement, and organizational sustainability. The consultant will help build philanthropic support and community partnerships necessary to bring this vision to reality.

Beyond these strategic investments, the budget continues to support high-quality instruction, special education services, athletics, extracurricular activities, college and career readiness programs, and family engagement initiatives. Throughout the budget development process, we sought opportunities to improve efficiency while prioritizing investments that have the greatest impact on students and families.

As we enter FY27, Crossroads remains financially strong and strategically focused. This budget aligns our resources with our mission, vision, Strategic Plan, and CSIP priorities while supporting student achievement, strengthening family engagement, expanding Real World Learning opportunities, and ensuring the long-term sustainability of the organization.

I respectfully recommend the Board approve the FY27 budget as presented.

Thank you for your continued leadership, partnership, and commitment to the students, families, and staff of Crossroads Charter Schools.

Respectfully,

Tysie McDowell
Co-founder and Superintendent
Crossroads Charter Schools

Coversheet

FY27 Board Meeting Dates

Section: VI. Governance
Item: B. FY27 Board Meeting Dates
Purpose: Vote
Submitted by:
Related Material: FY27 Board Meeting Dates.pdf

Crossroads Charter Schools

FY27 Board Meeting Dates, 4th Mondays, 5pm

Date	Location	Special Events
July 27, 2026	Virtual	
August 24, 2026	Crossroads Prep Academy	
September 28, 2026	Crossroads Academy-Central Street	
October 26, 2026	Crossroads Academy-Quality Hill	Introduce board candidates
November 23, 2026	Crossroads Prep Academy	Staff Thanksgiving Meal @4 Vote in new board members
December 17, 2026	Virtual	Special session- audit approval
January 25, 2027	Virtual	
February 22, 2027	Virtual	
March 29, 2027	Crossroads Academy-Central Street	
April 26, 2027	Crossroads Academy-Quality Hill	
May 24, 2027	Crossroads Prep Academy	District Awards
June 28, 2027	Virtual	