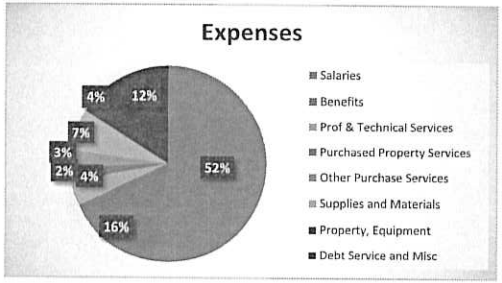
Financial Summary

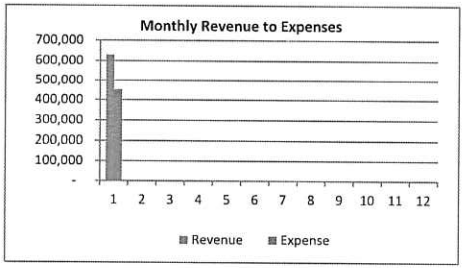
as of: July 31st, 2021

8.3% through the Year — BUDGET REPORT

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	800	800	800	
Revenue				
1000 Local	$ 1,076	$ 184,650	$ 184,650	1%
3000 State	$ 652,894	$ 6,640,681	$ 6,663,886	10%
4000 Federal	$ -	$ 362,577	$ 362,577	0%
Total Revenue	*$ 653,970*	*$ 7,187,908*	*$ 7,211,113*	9%
Expenses				
100 Salaries	$ 229,009	$ 3,556,964	*$ 3,556,964*	6%
200 Benefits	$ 79,152	$ 1,059,387	*$ 1,059,387*	7%
300 Prof & Technical Services	$ 11,393	$ 287,174	*$ 287,174*	4%
400 Purchased Property Services	$ 5,712	$ 152,450	*$ 152,450*	4%
500 Other Purchase Services	$ 7,591	$ 190,800	*$ 190,800*	4%
600 Supplies and Materials	$ 14,556	$ 479,469	*$ 479,469*	3%
700 Property, Equipment	$ 9,383	$ 280,000	*$ 280,000*	3%
800 Debt Service and Misc	$ 64,962	$ 791,499	$ 791,499	8%
Total Expenses	*$ 421,758*	*$ 6,797,743*	*$ 6,797,743*	6%
Net Income from Operations	***$ 232,212***	***$ 390,165***	***$ 413,370***	56%
Operating Margin	*35.5%*	*5.4%*	*5.7%*	

EXPENSES



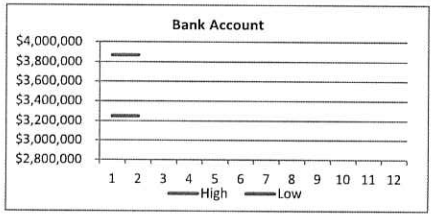


RATIOS

	Actual	Goal
Operating Margin	5.7%	>4%
Debt Serv Coverage	2.21	> 1.30
Days Cash on Hand	208	100-110
Building Payment %	10%	< 20%

CASH

Ending Cash Balance	$ 3,867,991
Days Cash on Hand	208

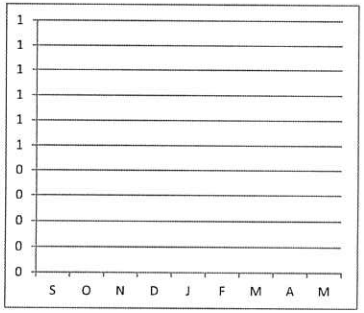


RESERVES

	Actual Ytd	Forecast
Previous Reserve Balance	**$ 3,741,466**	**$ 3,741,466**
Reserves Added this Year	$ 232,212	$ 413,370
		$ -
CapEx rolling reserve	$ -	$ (394,661)
Construction Project	$ -	$ -
	$ -	$ -
	$ -	$ -
New Reserve Balance	***$ 3,973,678***	***$ 3,760,175***

ENROLLMENT

	S	O	N	D	J	F	M	A	M
K									
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
Total	0	0	0	0	0	0	0	0	0
Change		0	0	0	0	0	0	0	-4



Created by Red Apple

Budget Detail Report

VENTURE ACADEMY

Budget Report as of ***July 31st 2021*** *% through the year* ***8.3%***

		(751 Students) FY21 Prior Yr Actuals	(800 Students) FY22 Current Actuals	(800 Students) FY22 Approved Budget	Changes	(800 Students) FY22 Working Budget	% of Forecast	
Revenue								
1000 Local								
1500	Interest on Investments	$ 14,612	$ 891	$ 20,000	$ -	$ 20,000	4.5%	
1600	Lunch - Sales to Students	$ 9,588	$ -	$ 130,000	$ -	$ 130,000	0.0%	
1705	Summer School	$ 3,900	$ -	$ -	$ -	$ -	#DIV/0!	
1710	Middle School Fees	$ 2,860	$ -	$ 3,500	$ -	$ 3,500	0.0%	
1711	VHS Registration & Class Fees	$ 19,705	$ -	$ 26,000	$ -	$ 26,000	0.0%	
1720	Book Fair	$ -	$ -	$ 650	$ -	$ 650	0.0%	
1721	Yearbook K8	$ 3,908	$ -	$ 4,500	$ -	$ 4,500	0.0%	
1721	Yearbook HS	$ 2,402	$ -	$ -	$ -	$ -	#DIV/0!	
1722	Library Income	$ 460	$ -	$ -	$ -	$ -	#DIV/0!	
1723	Beginning Camp K8	$ -	$ -	$ -	$ -	$ -	#DIV/0!	
1723	Beginning Camp HS	$ -	$ -	$ -	$ -	$ -	#DIV/0!	
1727	GaGa Ball Fund	$ -	$ -	$ -	$ -	$ -	#DIV/0!	
1740	Classroom/Expedition Donations K8	$ 2,233	$ -	$ -	$ -	$ -	#DIV/0!	
1740	Classroom/Expedition Donations HS	$ 4,485	$ -	$ -	$ -	$ -	#DIV/0!	
1790	After School / Ambassadors / Athletics	$ 8,523	$ -	$ -	$ -	$ -	#DIV/0!	
1920	Community Donations K8	$ -	$ 185	$ -	$ -	$ -	#DIV/0!	
1920	Community Donations HS	$ -	$ -	$ -	$ -	$ -	#DIV/0!	
1930	Parent Crew Income K8	$ 59	$ -	$ -	$ -	$ -	#DIV/0!	
1931	Parent Crew Income HS	$ -	$ -	$ -	$ -	$ -	#DIV/0!	
1990	Miscellaneous (Background, etc.) K8	$ 1,909	$ -	$ -	$ -	$ -	#DIV/0!	
1990	Miscellaneous (Background, etc.) HS	$ 109,173	$ -	$ -	$ -	$ -	#DIV/0!	
	Total 1000:	*$ 183,817*	*$ 1,076*	*$ 184,650*	*$ -*	*$ 184,650*	0.6%	
3000 State								
3010	Regular School Prgm K-12	$ 2,772,906	$ 246,942	$ 2,918,124	$ -	$ 2,918,124	8.5%	
3020	Professional Staff	$ 181,331	$ 16,098	$ 193,171	$ -	$ 193,171	8.3%	
3105	Special Education -- Add-On	$ 386,733	$ 35,528	$ 426,337	$ -	$ 426,337	8.3%	
3120	SPED Extended Year	$ 2,259	$ 188	$ 2,259	$ -	$ 2,259	8.3%	
3125	SpEd - State Program	$ 10,083	$ 913	$ 10,885	$ -	$ 10,885	8.4%	
3128	Extended Year Special Educators	$ 2,070	$ -	$ 4,000	$ -	$ 4,000	0.0%	
3230	Class Size Reduction - K-8	$ 150,414	$ 13,783	$ 165,327	$ -	$ 165,327	8.3%	
3336	Enhancement for At-Risk	$ 49,298	$ 6,269	$ 75,228	$ -	$ 75,228	8.3%	
3520	School Land Trust Program	$ 95,470	$ 124,581	$ 101,376	$ 23,205	$ 124,581	100.0%	$24,777.40 from FY21 rollover
3658	Supp Educ COVID 19 Stipends	$ 124,620	$ -	$ -	$ -	$ -	#DIV/0!	
3660	General Financial Literacy	$ 720	$ -	$ -	$ -	$ -	#DIV/0!	
3719	Charter School Local Replacement	$ 1,924,062	$ 177,816	$ 2,160,800	$ -	$ 2,160,800	8.2%	
3725	CS Funding Base Program	$ 20,000	$ 6,216	$ 74,595	$ -	$ 74,595	8.3%	
3770	School Lunch (Liquor Tax)	$ 77,305	$ -	$ 61,600	$ -	$ 61,600	0.0%	
3800	Suicide Prevention	$ 1,066	$ -	$ -	$ -	$ -	#DIV/0!	
3800	Teacher & Student Success Act	$ 122,623	$ -	$ 146,853	$ -	$ 146,853	0.0%	
3805	Early Literacy (was K-3 Reading)	$ 33,013	$ -	$ 38,017	$ -	$ 38,017	0.0%	
3807	Teacher Salary Supplement Program	$ 32,369	$ -	$ 15,766	$ -	$ 15,766	0.0%	
3810	Library Books & Electronic Res	$ 856	$ 71	$ 852	$ -	$ 852	8.3%	
3868	Teacher Materials and Supplies	$ 7,246	$ 4,635	$ 7,242	$ -	$ 7,242	64.0%	
3876	Educator Salary Adjustment	$ 238,249	$ 19,854	$ 238,249	$ -	$ 238,249	8.3%	
	Total 3000:	*$ 6,232,693*	*$ 652,894*	*$ 6,640,681*	*$ 23,205*	*$ 6,663,886*	9.8%	
4000 Federal								
4522	IDEA Part-B Preschool	$ 1,811	$ -	$ 1,781	$ -	$ 1,781	0.0%	
4524	IDEA Part-B	$ 123,216	$ -	$ 109,299	$ -	$ 109,299	0.0%	
4524	State Level SpEd RDA grant	$ -	$ -	$ 10,000	$ -	$ 10,000	0.0%	
4210	ESSER (CARES)/GEERS (Gov)	$ 186,794	$ -	$ -	$ -	$ -	#DIV/0!	
4571	National School Lunch Prgm	$ 28,519	$ -	$ 26,320	$ -	$ 26,320	0.0%	
4572	Free & Reduced Reimbursement	$ 226,134	$ -	$ 87,000	$ -	$ 87,000	0.0%	
4574	National School Breakfast	$ 59,777	$ -	$ 34,320	$ -	$ 34,320	0.0%	
4801	Title IA	$ 83,624	$ -	$ 81,356	$ -	$ 81,356	0.0%	
4860	Title IIA	$ 15,789	$ -	$ 12,501	$ -	$ 12,501	0.0%	
	Total 4000:	*$ 725,664*	*$ -*	*$ 362,577*	*$ -*	*$ 362,577*	0.0%	
	Total Revenue:	*$ 7,142,174*	*$ 653,970*	*$ 7,187,908*	*$ 23,205*	*$ 7,211,113*	9.1%	

	FY21 Prior Yr Actuals	FY22 Current Actuals	FY22 Approved Budget	Changes	FY22 Working Budget	% of Forecast
Expenses						
100 Salaries						
120 Administration Salaries	$ 466,654	$ 39,065	$ 490,000	$ -	$ 490,000	8.0%
152 Secretaries K8	$ 73,562	$ 4,083	$ 59,280	$ -	$ 59,280	6.9%
152 Secretaries HS	$ 53,702	$ 4,250	$ 58,000	$ -	$ 58,000	7.3%
131 Teachers K8	$ 1,065,254	$ 87,072	$ 1,120,000	$ -	$ 1,120,000	7.8%
131 Teachers HS	$ 748,144	$ 62,162	$ 844,000	$ -	$ 844,000	7.4%
132 Substitute Teachers K8	$ 37,091	$ -	$ 20,000	$ -	$ 20,000	0.0%
132 Substitute Teachers HS	$ 11,951	$ -	$ 12,000	$ -	$ 12,000	0.0%
133/162 SpEd Teachers & Paras K8	$ 190,764	$ 8,264	$ 179,325	$ -	$ 179,325	4.6%
133/163 SpEd Teachers & Paras HS	$ 122,897	$ 6,732	$ 178,566	$ -	$ 178,566	3.8%
133/164 Title I & Early Literacy Staff	$ 103,872	$ 4,382	$ 119,398	$ -	$ 119,398	3.7%
134 Stipends / Christmas Bonuses K8	$ 77,616	$ -	$ 76,500	$ -	$ 76,500	0.0%
134 Stipends / Christmas Bonuses HS	$ 84,708	$ -	$ 60,655	$ -	$ 60,655	0.0%
134 Supp Educ COVID 19 Stipends	$ 110,725	$ -	$ -	$ -	$ -	#DIV/0!
145 Library Aides	$ 6,362	$ -	$ 9,900	$ -	$ 9,900	0.0%
153 Board Secretary	$ 1,713	$ 125	$ 1,800	$ -	$ 1,800	6.9%
164 Lunch Room/Playground/SLT Math/Class	$ 67,286	$ 638	$ 49,440	$ -	$ 49,440	1.3%
182 Maintenance / Custodial	$ 91,726	$ 8,569	$ 108,100	$ -	$ 108,100	7.9%
190 Food Service Staff	$ 183,295	$ 3,667	$ 170,000	$ -	$ 170,000	2.2%
Total 100:	*$ 3,497,322*	*$ 229,009*	*$ 3,556,964*	$ -	*$ 3,556,964*	6.4%
200 Benefits						
220 FICA/Medicare	$ 266,937	$ 19,812	$ 270,329	$ -	$ 270,329	7.3%
230 Retirement	$ 187,072	$ 15,993	$ 202,130	$ -	$ 202,130	7.9%
241 Health Insurance	$ 389,079	$ 33,373	$ 440,074	$ -	$ 440,074	7.6%
242 Dental Insurance	$ 28,086	$ 2,327	$ 38,000	$ -	$ 38,000	6.1%
243 Life and Disability Insurance	$ 1,952	$ 147	$ 1,530	$ -	$ 1,530	9.6%
244 HRA/401k/Stipend/Cobra Admin Fee	$ 96,530	$ 7,500	$ 88,000	$ -	$ 88,000	8.5%
270 Worker's Compensation Fund	$ 7,090	$ -	$ 14,324	$ -	$ 14,324	0.0%
280 Unemployment Insurance	$ 4,600	$ -	$ 5,000	$ -	$ 5,000	0.0%
Total 200:	*$ 981,346*	*$ 79,152*	*$ 1,059,387*	$ -	*$ 1,059,387*	7.5%
300 Prof & Technical Services						
330 EL Education / Credit Recovery	$ 2,651	$ 93	$ 12,000	$ -	$ 12,000	0.8%
331 Prof Development (K8)	$ 6,521	$ 1,520	$ 16,000	$ -	$ 16,000	9.5%
331 Prof Development (HS)	$ 3,842	$ 207	$ 16,000	$ -	$ 16,000	1.3%
340 Legal Services	$ -	$ -	$ 3,000	$ -	$ 3,000	0.0%
352 Audit Services	$ 10,780	$ -	$ 13,400	$ -	$ 13,400	0.0%
355 Technology Services	$ 34,574	$ 2,675	$ 58,000	$ -	$ 58,000	4.6%
323 Special Education Contractors K8	$ 60,547	$ -	$ 53,000	$ -	$ 53,000	0.0%
323 Special Education Contractors HS	$ 34,511	$ -	$ 33,000	$ -	$ 33,000	0.0%
350 Business and HR Services	$ 79,560	$ 6,898	$ 82,774	$ -	$ 82,774	8.3%
Total 300:	*$ 232,986*	*$ 11,393*	*$ 287,174*	$ -	*$ 287,174*	4.0%
400 Purchased Property Services						
411 Water / Sewage / Garbage	$ 31,054	$ 1,392	$ 27,200	$ -	$ 27,200	5.1%
420 Cleaning Services	$ 9,731	$ 2,263	$ 15,000	$ -	$ 15,000	15.1%
430 Repairs / Maintenance	$ 21,661	$ 44	$ 29,000	$ -	$ 29,000	0.2%
432 Monitoring / Inspections	$ 4,407	$ 273	$ 8,000	$ -	$ 8,000	3.4%
435 Lawn Care & Snow Removal	$ 38,319	$ -	$ 42,000	$ -	$ 42,000	0.0%
443 Lease of Copy Machines K8	$ 14,088	$ 1,168	$ 17,250	$ -	$ 17,250	6.8%
443 Lease of Copy Machines HS	$ 8,372	$ 572	$ 9,000	$ -	$ 9,000	6.4%
450 Building Improvements (Jason)	$ -	$ -	$ 5,000	$ -	$ 5,000	0.0%
Total 400:	*$ 127,632*	*$ 5,712*	*$ 152,450*	$ -	*$ 152,450*	3.7%

	FY21 Prior Yr Actuals	FY22 Current Actuals	FY22 Approved Budget	Changes	FY22 Working Budget	% of Forecast
500 Other Purchase Services						
520 Insurances (GL/Prop/D&O)	$ 33,397	$ -	$ 27,000	$ -	$ 27,000	0.0%
530 Communications (Phone/Internet)	$ 2,998	$ 270	$ 3,500	$ -	$ 3,500	7.7%
540 Marketing	$ 3,955	$ 713	$ 30,000	$ -	$ 30,000	2.4%
542 Board Expenses	$ 1,907	$ -	$ 2,000	$ -	$ 2,000	0.0%
580 Travel K8	$ -	$ 460	$ 9,000	$ -	$ 9,000	5.1%
580 Travel HS	$ 1,567	$ 537	$ 9,000	$ -	$ 9,000	6.0%
591/611 Class/Exped Supplies & Services K8	$ 51,947	$ 1,745	$ 57,500	$ -	$ 57,500	3.0%
591/611 Class/Exped Supplies & Services HS	$ 52,530	$ 3,866	$ 52,800	$ -	$ 52,800	7.3%
Total 500:	*$ 148,301*	*$ 7,591*	*$ 190,800*	$ -	*$ 190,800*	4.0%
600 Supplies and Materials						
612 Office Supplies K8	$ 12,806	$ 79	$ 13,000	$ -	$ 13,000	0.6%
612 Office Supplies HS	$ 12,782	$ 302	$ 13,800	$ -	$ 13,800	2.2%
613 Special Education Materials K8	$ 4,718	$ 1,038	$ 6,000	$ -	$ 6,000	17.3%
613 Special Education Materials HS	$ 13,605	$ 818	$ 13,500	$ -	$ 13,500	6.1%
613 PD / Staff Appreciation K8	$ 1,265	$ -	$ 3,000	$ -	$ 3,000	0.0%
613 PD / Staff Appreciation HS	$ 2,311	$ -	$ 2,000	$ -	$ 2,000	0.0%
614 Parent Crew K8	$ 1,285	$ -	$ 1,000	$ -	$ 1,000	0.0%
614 Parent Crew HS	$ 931	$ -	$ 1,000	$ -	$ 1,000	0.0%
615 Clothing Promotions	$ -	$ -	$ 507	$ -	$ 507	0.0%
616 Yearbook K8	$ 3,624	$ -	$ 5,000	$ -	$ 5,000	0.0%
616 Yearbook HS	$ 3,883	$ 30	$ 2,168	$ -	$ 2,168	1.4%
617 Book Fair	$ -	$ -	$ 607	$ -	$ 607	0.0%
618 K8 Embassadors & Athletics	$ 394	$ -	$ 1,500	$ -	$ 1,500	0.0%
618 After School Activities HS	$ 20,693	$ 626	$ 10,000	$ -	$ 10,000	6.3%
619 Beginning Camp Supplies K8	$ -	$ 375	$ 5,337	$ -	$ 5,337	7.0%
619 Beginning Camp Supplies HS	$ 2,275	$ 546	$ 9,515	$ -	$ 9,515	5.7%
620 Energy Supplies (Gas, Electricity)	$ 85,021	$ 7,060	$ 83,000	$ -	$ 83,000	8.5%
630 Food and Kitchen	$ 278,361	$ -	$ 189,000	$ -	$ 189,000	0.0%
641 Curriculum & Ed Software K8	$ 43,214	$ 413	$ 30,000	$ -	$ 30,000	1.4%
641 Curriculum & Ed Software HS	$ 18,486	$ 413	$ 24,535	$ -	$ 24,535	1.7%
644 Library	$ 4,655	$ -	$ 10,000	$ -	$ 10,000	0.0%
650 Technology Supplies	$ 17,958	$ -	$ 3,000	$ -	$ 3,000	0.0%
680 Maintenance & Cleaning	$ 23,780	$ 1,039	$ 27,000	$ -	$ 27,000	3.8%
685 Jason Facility Projects	$ 8,197	$ 1,817	$ 25,000	$ -	$ 25,000	7.3%
Total 600:	*$ 560,244*	*$ 14,556*	*$ 479,469*	$ -	*$ 479,469*	3.0%
700 Property, Equipment						
733 Furniture and Fixtures K8	$ 5,970	$ 1,830	$ 10,000	$ -	$ 10,000	18.3%
733 Furniture and Fixtures HS	$ 473	$ 45	$ 20,000	$ -	$ 20,000	0.2%
734 Technology-Related Hardware	$ 79,794	$ 4,857	$ 120,000	$ -	$ 120,000	4.0%
737 Cap Ex Fund (Savings for Capital)	$ 98,473	$ 2,491	$ 100,000	$ -	$ 100,000	2.5%
738 Kitchen Equipment	$ -	$ -	$ 15,000	$ -	$ 15,000	0.0%
736 CARES	$ 70,869	$ 160	$ -	$ -	$ -	#DIV/0!
739 Maintenance Equipment	$ 9,230	$ -	$ 15,000	$ -	$ 15,000	0.0%
Total 700:	*$ 264,809*	*$ 9,383*	*$ 280,000*	$ -	*$ 280,000*	#DIV/0!
800 Debt Service and Misc						
810 Dues and Fees	$ 10,411	$ 699	$ 15,000	$ -	$ 15,000	4.7%
811 UAPCS Dues	$ 4,506	$ 3,555	$ 4,506	$ -	$ 4,506	78.9%
812 Banking Fees	$ 5,057	$ 737	$ 14,000	$ -	$ 14,000	5.3%
830 Facility Bond K8	$ 426,420	$ 31,667	$ 417,210	$ -	$ 417,210	7.6%
832 USDA Payments HS	$ 339,648	$ 28,304	$ 339,648	$ -	$ 339,648	8.3%
890 Miscellaneous	$ 45,039	$ -	$ 1,135	$ -	$ 1,135	0.0%
Total 800:	*$ 831,081*	*$ 64,962*	*$ 791,499*	$ -	$ 791,499	8.2%
Total Expenses:	*$ 6,643,721*	*$ 421,758*	*$ 6,797,743*	$ -	*$ 6,797,743*	6.2%
Net Income:	*$ 498,454*	*$ 232,212*	*$ 390,165*	*$ 23,205*	*$ 413,370*	*56.2%*
3.5% Calculated off of Total Revenue -- Summary		*$ 252,389*	*$ 251,577*	*$ 812*	*$ 252,389*	
		Remaining:	*$ 138,588*		*$ 160,981*	

EARLY LEARNING PLAN 2021-2022

LEA Name: Venture Academy

Date of Expected Local Board Approval: August 20, 2021

Directions:

- ***To support LEAs in successful completion of this plan, a Look Fors Document has been created and can be found here: https://drive.google.com/file/d/1UPrrElZJrXX73aotjbFWh-icRtqUfqC-/view?usp=sharing***
- *Submission of an Early Learning Plan (sections A, B, and C) is required for each LEA regardless of applying for funding.*
- *Submission of Section D is optional depending on the LEA's intent to apply for PreK-3 Professional Learning Funds.*

Funds Being Applied for: *Check all that apply.*

X Early Literacy Program Funds
DISTRICT ONLY - Matching Funds:

Program	Amount Matching	Levy
☐ Low Income Program	$	
☐ Guarantee Program	$	

☐ **PreK-3 Professional Learning Funds**

Submission of Early Learning Plan: Pathways to Early Learning Program (ELP) Plan Submission and Approval

- Submission on or before August 1st: For ELP **preapproval**, submit your plan as a WORD document to earlylearning@schools.utah.gov **by August 1st.**
- Submission after August 1st: For ELP **final approval**, submit your plan (as an attachment), budget, and local board minutes (as an attachment) in https://utahgrants.utah.gov/ **no later than September 1st by 5 p.m.**
- Goals must be submitted into the Data Gateway - Early Literacy Page https://datagateway.schools.utah.gov/ **no later than September 1st by 5 p.m.**

Submission of Professional Learning Grant Budget:

- Submit the Professional Learning Grant budget in https://utahgrants.utah.gov/ **no later than September 1st by 5 p.m.**

*Note - if applications are not concise, include excessive detail, or are too long, they will be sent back for consolidation prior to being reviewed.

SECTION A: EARLY LITERACY

1. List core instruction (tier 1) components for grades K-3 in the following areas:

Core Area	Duration	Frequency	Grades	Evidence-based Curriculum
Phonological Awareness	12-15 mins	daily	k-3	Heggerty, Equipped for Reading Success, EL Education Skills Block Curriculum, Bookworms, Tools4reading sound wall instruction with Kid Lips™
Phonics	30 mins	daily	k-3	EL Education Skills Block Curriculum, Spaulding, Phoneme-Grapheme Mapping, Words Their Way, Bookworms, Tools4reading sound wall instruction with Kid Lips™
Fluency	15-20 mins	daily	1-3	DYAD reading, EL Education Curriculum, Bookworms, Reading For All Learners, High Noon Phonics and Primary Phonics
Vocabulary	10-15 mins	daily	k-3	DYAD reading, EL Education Curriculum, Bookworms, Reading For All Learners, Primary Phonics
Comprehension	30 mins	daily	k-3	DYAD reading, EL Education Curriculum, Reading For All Learners, Bookworms, Primary Phonics
Oral Language	20-30 mins	daily	k-3	EL Education Curriculum, Bookworms, Socratic Dialogue Expeditionary Learning Curriculum
Writing	30-45 mins	daily	K-3	Handwriting Without Tears, EL Education Curriculum, Bookworms

2. In a single paragraph, explain how literacy assessments are used for core (tier 1) instruction to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.

Acadience Reading benchmarks and progress monitoring will be used to assess K-3 reading. All teachers and reading assistants will be trained to do progress monitoring and to dig into the data to identify students' needs. Kindergarten teachers will use the KEEP assessment for BOY and EOY data. All general education teachers in k-3 will use the EL Education Skills Block assessments at BOY, MOY, and EOY to add to the Acadience Reading data. As needed, all teachers and literacy team paraprofessionals will be trained in administering the Heggerty BOY, MOY, and EOY assessments. The EL Phonics and Heggerty assessments overlap, so to avoid "over-assessing" young students, Venture teachers will use the EL Skills Block assessments with ALL students and will only administer the Heggerty assessments if students are

below typical on EL benchmarks for BOY, MOY, and EOY. Each grade level teaching team will participate in monthly PLC "Data Dives" to ensure we are targeting instruction for each child.

Additionally, the literacy intervention team will use the LETRS Phonics Assessment and PAST assessments as diagnostic tools to identify specific gaps in students' learning, then meet with the MTSS team to develop intervention plans as needed. As we review the data for students in the MTSS process, and see trends within a specific classroom, or with a specific grade, the instructional coach and literacy director will work with the general education teacher(s) to observe, model and support them in delivering more effective Tier I literacy instruction.

3. **In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in reading.**

Tier 2:

Venture Academy has a formal MTSS process with a designated MTSS team that includes the general education teachers for the specific students, MTSS pod leads for each teaching team, an instructional coach and interventionist. Through the MTSS process, the team works together to identify students who are struggling with literacy proficiency, then they collaborate to develop and monitor intervention plans. Identification is done using the data from the EL Skills block assessments and the Acadience Reading benchmarks and progress monitoring. Additionally, the intervention team will use the LETRS Phonics Assessment and PAST assessments as diagnostic tools to identify specific gaps in students' learning. For the upcoming academic year, the MTSS process will have 2 main objectives: (1) Continue to build solid Tier I instruction in K-3 using Heggerty, EL Education Skills Block Curriculum, Handwriting Without Tears, and Bookworms to ensure ALL students build a foundation in phonemic awareness, phonics, accuracy and fluency in reading and writing, and (2) Develop stronger and more effective intervention and special education teams through professional development in the science of reading and research-based instructional strategies and practices. The vice principal and the literacy director will provide bi-weekly in-house literacy PD during PLCs. We will also ensure all of our faculty in K-3 will be LETRS trained.

Venture K-3 teachers and reading assistants will be using the Heggerty Bridge the Gap phonemic awareness program in 2020-2021 for Tier II as needs are identified through benchmark assessments. The program will be delivered at the level needed, for 15 minutes a day, 4 times a week in small groups. The literacy intervention team and the student services (special education) team, will be trained to use evidence-based programs, such as Phonics For Reading, High Noon Phonics programs, and the UURC's Early Steps, Next Steps, and Higher Steps for Tier II and Tier III interventions. Targeted interventions will typically be in small groups of 3-5 students, 15-20 minutes a day, lasting 4-6 weeks. Data will be collected weekly using Acadience Reading progress monitoring, and specific progress-monitoring assessments for Phonics For Reading, Bookworms, UURC programs, Reading Mastery and ERI. Progress will be reported to the MTSS team at follow up meetings. If progress is being made, but the student has not caught up, interventions will continue for 4-6 more weeks and the same process will follow. If progress has not been made with the intervention, then more data will be collected and a new plan or strategy will be implemented for another 4-6 weeks. Exit criteria is met when the students' have made sufficient progress to catch up to grade level, and then they will continue to be progress- monitored at the same rate as their "typically achieving" peers (1-2 times per month).

Tier 3:

Venture K-3 teachers and reading assistants will be using the Heggerty Bridge the Gap phonemic awareness program in 2020-2021 for Tier II and Tier III as needs are identified through diagnostic assessments such as the PAST and the LETRS Phonics Assessment. The program will be delivered at the

level needed, for 15 minutes a day, 4 times a week in small groups. The literacy intervention team and the student services (special education) team, will be trained to use evidence-based programs, such as Phonics For Reading, High Noon Phonics programs, and the UURC's Early Steps, Next Steps, and Higher Steps for Tier II and Tier III interventions. Targeted interventions will typically be in small groups of 3-5 students, 15-20 minutes a day, lasting 4-6 weeks. Data will be collected weekly using Acadience Reading progress monitoring, and specific progress-monitoring assessments for Phonics For Reading, Bookworms, UURC programs, Reading Mastery and ERI. Progress will be reported to the MTSS team at follow up meetings. If progress is being made, but the student has not caught up, interventions will continue for 4-6 more weeks and the same process will follow. If progress has not been made with the intervention, then more data will be collected and a new plan or strategy will be implemented for another 4-6 weeks. Exit criteria is met when the students' have made sufficient progress to catch up, then they will continue to be progress- monitored at the same rate as their "typically achieving" peers (1-2 times per month).

4. **Describe in one paragraph, the professional learning opportunities that will be provided for K-3 teachers, literacy coaches, and interventionists to support meeting Early Literacy goals.** *These funds cannot be used for faculty or staff in grades 4-6.*

All K-3 faculty will be receiving LETRS training over the next 2 years. In addition, the Vice Principal/Instructional Coach and the Literacy Director/Coach will provide weekly professional development at each team PLC. These trainings will include how to administer Acadience Reading Progress Monitoring and how to interpret and use the Acadience Reading data to improve instruction. The K-3 teachers will also receive ongoing professional learning in Direct, Explicit and Systematic Instruction based upon the research of Anita Archer's work. Venture will also provide PD for the curriculum and evidence-based strategies used at Venture such as (1) Handwriting Without Tears, (2) EL Skills Block Curriculum, (3) Bookworms, (4) Heggerty, and the (5) Phoneme-Grapheme Mapping strategy. The MTSS Pod leads for the K-3 teachers will be given the opportunity to attend MTSS conferences and return ready to share that information in team PLCs.

SECTION B: EARLY MATHEMATICS

1. **What evidence-based curriculum is being used in K-3 mathematics?**

Venture is using Eureka Math (Engage NY) curriculum for K-3.

2. **Describe how the following mathematical components are incorporated in grades K-3.**

Mathematical Components	Evidence-based Strategies
Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.	Eureka Math concepts are taught using the deliberate progression of concrete, pictorial, to abstract (CPA) in order to support an increasingly concrete understanding of concepts.
Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.	Eureka Math allows the teachers to use oral, hands on and written activities to build fluency with both the concepts they are currently working on and previously learned concepts.

Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.	Eureka Math has a section called Application Problems which allows students and teachers to use the correct mathematics concept to solve real world problems. This also requires them to participate in reasoning through problems with a systematic approach.
Productive Disposition: the ability to see mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.	Each lesson in the Eureka Math program ends with a student debrief section which allows the students to make connections with the concepts they are learning. This includes group and pair sharing so students can make connections to what they are learning in school and how it applies to the real world.

3. **In a single paragraph, explain how mathematics assessments are used for core (tier 1) instruction and intervention to make instructional decisions and ensure interventions are aligned to students' diagnostic needs.**

We will be using the Acadience Math benchmarks and progress monitoring, the KEEP assessments, Eureka Math module quizzes and exit tickets, and CBMs to inform classroom instruction. Teachers will reteach in small groups as needed based on these diagnostic tools. Teachers may also use a combination of concrete and pictorial manipulatives to support in small groups.

4. **In a single paragraph for each tier below, describe the evidence-based intervention system available to students struggling to reach grade-level benchmark goals in mathematics.**

Tier 2:
Using our school wide MTSS process, we will identify students who are in need of more time and intensity with math concepts. Supports will be provided by teachers and the Early Learning Team assistants in small groups for 15-20 minutes a day, 3-5 days a week. For students in the MTSS process, we will use Acadience Math progress monitoring. The data will be reviewed during PLCs and individual MTSS meetings every 4-6 weeks to determine next steps. Students will need to show typical or above typical growth and maintain grade level proficiency in order to exit tier II.

Tier 3:
Using our school wide MTSS process, we will identify students who are in need of more time and intensity with math concepts. Supports will be provided either the Early Learning Team assistants, or the Student Services team in small groups for 30-45 minutes a day, 3-5 days a week. For students in the tier III, we will use Acadience Math progress monitoring. The data will be reviewed during PLCs, individual MTSS and IEP progress report meetings, every 4-6 weeks to determine next steps. Students will need to show typical or above typical growth and reach grade level math proficiency in order to exit tier III.

SECTION C: LOCAL GOALS

Requirements per 53F-2-503: Goals must be measurable, address current performance gaps in student literacy data, and include specific strategies for improving outcomes.

For literacy goals only, include early intervention K-3 software if being used.

Goal Sentence Frame:

1. **Early Literacy Goal *(required)***

By June 1, 2022, Venture Academy will increase the percentage of kindergarten students who move from below benchmark on Acadience Reading composite at BOY to benchmark or above benchmark at EOY by 66% by providing targeted, evidence-based interventions, like the UURC Early Steps program paired with small group reading instruction, that align to student's diagnostic needs as measured by the EL Phonics assessments, PAST and Acadience Reading assessments to attend to specific literacy gaps and to improve the percentage of students moving out of the below benchmark status.

2. **Early Literacy Goal *(required)***

By June 1, 2022, Venture Academy will reduce the percentage of second grade students who are well-below benchmark on the Acadience Reading composite from BOY to EOY by 28% by providing targeted evidence-based interventions like small group instruction using Phonics for Reading, Reading Mastery, ERI and/or Early and Next Steps paired with High Noon phonics readers, that align to student's diagnostic needs as measured by the Acadience Reading progress monitoring, the PAST and LETRS Phonics Survey to attend to specific literacy gaps and to improve the percentage of students moving out of the well-below benchmark status.

General Assurances: *Check all the boxes below.*

X The Early Learning Plan submitted has been reviewed and approved by your local school board in an open, public meeting.

X The Early Learning Plan must be submitted in Utah Grants along with local board approval minutes no later than September 1 by 5 p.m.

X The Early Learning Goals must be submitted in the Data Gateway-Early Literacy page no later than September 1 by 5 p.m.

X We understand our state growth goal for literacy is to achieve at least 60% of students in grades 1-3 making typical or better progress on Acadience Reading.

X We understand that we will assess literacy and mathematics using state mandated assessments within the state required testing windows: before September 30, December 1- January 31, and mid-April - June 15.

X We understand that we will submit our literacy and mathematics data and SIS special codes including if a student received or did not receive intervention by October 30, the last day in February, and June 30 annually.

X We understand that we must implement evidence-based interventions for reading and mathematics if a student is scoring below or well below benchmark.

X We understand that if our plan is not approved by October 15, we forego our Early Literacy Program funds and Professional Learning Grant funds *(see R277-406)*.

X We understand that we will report literacy and mathematics results to all parents of students in grades 1-3 three times per year following guidelines in R277-406.

X We understand that if our LEA does not meet goal requirements laid out in state code and board rule for two consecutive years, our LEA will be required to participate in the System of Support.

X Early Literacy Program funds shall only be used for early literacy interventions and supports in kindergarten through grade 3 that have proven to significantly increase the percentage of students who are proficient in literacy *(53F-2-503)*.

X We understand that if program money is used in a manner that is inconsistent with 53F-2-503, R277-406, 53F-5-214, and R277-326 our LEA is liable for reimbursement for the amount of funds improperly used.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Early Literacy Program funds.

SECTION D: PreK-3 PROFESSIONAL LEARNING

Per state code 53F-5-214, the state board shall award grants to LEAs to provide teachers in preschool, kindergarten, and grades 1 through 3 with professional learning opportunities in early literacy and/or mathematics. Professional Learning must be a comprehensive, focused, sustained, and evidence-based approach to improving teachers' effectiveness in raising student achievement (Board rule R277-326). Evidence-based professional learning includes follow up and accountability from a coach/principal to ensure effective implementation and improvement in outcomes. For allowable expenditures, see R277-326. If choosing to receive these funds, you are required to complete a USBE survey of performance measures. Click here to see LEA estimated funding amounts.

Important Definitions per Board Rule:

- **Evidence-based**- a strategy that has demonstrated a statistically significant effect on improving student outcomes.
- **Focused**-professional learning that is targeted to strategies that align with an LEA's plan and goals that would best support improving outcomes.
- **Job-embedded**-learning that is during the workday and designed to enhance instructional practices with the intent of improving student learning outcomes.
- **Professional Learning**-a comprehensive, sustained, and evidence-based approach to improving teachers' and principals' effectiveness in raising student achievement.
- **Sustained**-multiple professional learning sessions with ongoing support for implementation of professional learning for long-term change.

Check appropriate boxes to indicate professional learning focus:

☐ **Early Literacy** ☐ **P** ☐ **K** ☐ **1** ☐ **2** ☐ **3**	☐ **Early Mathematics** ☐ **P** ☐ **K** ☐ **1** ☐ **2** ☐ **3**

1. **Describe how the professional learning opportunities are comprehensive, focused, sustained, job-embedded, and evidence-based (see definitions above).**

Not Applicable to our charter at this time

2. **Describe how the professional learning opportunities are aligned with the Early Learning Plan and targeted to attain the state and local goals.** *(If choosing early math, there is no need to describe how it is targeted to attaining goals as there are no math goals this year, however the rest of this question still needs to be answered).*

3. **Describe how your LEA intends to increase benchmark assessment scores and related outcomes through these professional learning opportunities.**

4. **Describe how the professional learning opportunities are aligned with the professional learning standards set forth in 53G-11-303 and R277-519.**

Learning Communities: occurs within learning communities committed to continuous improvement, individual and collective responsibility, and goal alignment	
Skillful Leaders: requires skillful leaders who develop capacity, advocate, and create support systems, for professional learning	
Resources: requires prioritizing, monitoring, and coordinating resources for educator learning	
Data: uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning	
Learning Designs: integrates theories, research, and models of human learning to achieve its intended outcomes	
Implementation: applies research on change and sustains support for implementation of professional learning for long-term change	

Outcomes: aligns with performance standards for teachers and school administrators; and performance standards for students as described in the core standards for Utah	
Technology: both incorporates the use of technology in the design, implementation, and evaluation of high quality professional learning practices; and includes targeted professional learning on the use of technology devices to enhance the teaching and learning environment and the integration of technology in content delivery.	

General Assurances: ***Check all the boxes below.***

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING -** The Professional Learning Grant must be submitted in Utah Grants no later than September 1 by 5 p.m.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if our professional learning application is not approved by October 15, we forego our Professional Learning Program funds *(R277-326)*.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that these funds must only be used for sustained professional learning opportunities that are evidence-based and focused *(R277-326)*.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand that if program money is used in a manner that is inconsistent with 53F-5-214 and R277-326, our LEA is liable for reimbursement for the amount of funds improperly used.

☐ **ONLY CHECK IF APPLYING FOR SECTION D FUNDING** - We understand the requirement to complete a USBE survey of performance measures by the end of the year.

By submitting this form, I certify the information I provided on and in connection to this application is true, accurate and complete. I also understand that any false statements on this application I file with the Utah State Board of Education may be grounds for disqualification for Professional Learning Grant funds.