



	FY25 Prior Yr Actuals	FY26 Current Actuals	FY26 Approved Budget	Changes	FY26 Working Budget	% of Forecast
500 Other Purchase Services						
520 Insurances (GL/Prop/D&O)	\$ -	\$ 15,634	\$ 39,207	\$ -	\$ 39,207	39.9%
530 Communications (Phone/Internet)	\$ -	\$ 285	\$ 5,000	\$ -	\$ 5,000	5.7%
540 Marketing	\$ -	\$ -	\$ 6,000	\$ -	\$ 6,000	0.0%
580 Travel K8	\$ -	\$ -	\$ 4,000	\$ -	\$ 4,000	0.0%
580 Travel HS	\$ -	\$ -	\$ 4,000	\$ -	\$ 4,000	0.0%
591/611 Class/Exped Supplies & Services K8	\$ -	\$ 4,649	\$ 57,500	\$ -	\$ 57,500	8.1%
591/611 Class/Exped Supplies & Services HS	\$ -	\$ 1,763	\$ 76,739	\$ -	\$ 76,739	2.3%
Total 500:	\$ -	\$ 22,331	\$ 192,446	\$ -	\$ 192,446	11.6%
600 Supplies and Materials						
610 K8 Embassadors & Athletics	\$ -	\$ -	\$ 1,500	\$ -	\$ 1,500	0.0%
610 Beginning Camp Supplies K8	\$ -	\$ -	\$ 2,632	\$ -	\$ 2,632	0.0%
610 Beginning / Closing Camp Supplies HS	\$ -	\$ 1,260	\$ 9,000	\$ -	\$ 9,000	14.0%
610 Special Education Materials K8	\$ -	\$ 373	\$ 9,000	\$ -	\$ 9,000	4.1%
610 Special Education Materials HS	\$ -	\$ 2,896	\$ 4,500	\$ -	\$ 4,500	64.4%
616 Yearbook K8	\$ -	\$ -	\$ 4,468	\$ -	\$ 4,468	0.0%
610 Yearbook HS	\$ -	\$ -	\$ 2,099	\$ -	\$ 2,099	0.0%
610 PD / Staff Appreciation K8	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%
610 PD / Staff Appreciation HS	\$ -	\$ 60	\$ 5,000	\$ -	\$ 5,000	1.2%
610 Board Expenses	\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%
610 Parent Crew K8	\$ -	\$ -	\$ 2,500	\$ -	\$ 2,500	0.0%
610 Parent Crew HS	\$ -	\$ -	\$ 2,500	\$ -	\$ 2,500	0.0%
610 Office Supplies K8 & Nursing	\$ -	\$ 342	\$ 22,000	\$ -	\$ 22,000	1.6%
610 Office Supplies HS & Nursing	\$ -	\$ 542	\$ 17,000	\$ -	\$ 17,000	3.2%
617 Book Fair	\$ -	\$ -	\$ 600	\$ -	\$ 600	0.0%
610 After School Activities HS	\$ -	\$ 2,776	\$ 20,000	\$ -	\$ 20,000	13.9%
620 Energy Supplies (Gas, Electricity)	\$ -	\$ 6,916	\$ 110,000	\$ -	\$ 110,000	6.3%
630 Food and Kitchen	\$ -	\$ 400	\$ 310,000	\$ -	\$ 310,000	0.1%
641 Curriculum & Ed Software K8	\$ -	\$ 10,922	\$ 85,000	\$ -	\$ 85,000	12.8%
641 Curriculum & Ed Software HS	\$ -	\$ 7,936	\$ 24,535	\$ -	\$ 24,535	32.3%
644 Library	\$ -	\$ -	\$ 10,000	\$ -	\$ 10,000	0.0%
650 Technology Supplies	\$ -	\$ 145	\$ 6,109	\$ -	\$ 6,109	2.4%
680 Maintenance & Cleaning	\$ -	\$ 2,262	\$ 52,000	\$ -	\$ 52,000	4.4%
680 Jason Facility Projects	\$ -	\$ 512	\$ 10,000	\$ -	\$ 10,000	5.1%
Total 600:	\$ -	\$ 37,342	\$ 718,443	\$ -	\$ 718,443	5.2%
700 Property, Equipment						
733 Furniture and Fixtures K8	\$ -	\$ -	\$ 40,000	\$ -	\$ 40,000	0.0%
733 Furniture and Fixtures HS	\$ -	\$ 4,421	\$ 10,000	\$ -	\$ 10,000	44.2%
734 Technology-Related Hardware	\$ -	\$ 56,535	\$ 100,000	\$ -	\$ 100,000	56.5%
737 Cap Ex Fund (Savings for Capital)	\$ -	\$ -	\$ 100,000	\$ -	\$ 100,000	0.0%
738 Kitchen Equipment	\$ -	\$ -	\$ 25,000	\$ -	\$ 25,000	0.0%
739 Maintenance Equipment	\$ -	\$ -	\$ 15,000	\$ -	\$ 15,000	0.0%
Total 700:	\$ -	\$ 60,956	\$ 290,000	\$ -	\$ 290,000	21.0%
800 Debt Service and Misc						
810 Dues and Fees	\$ -	\$ 63	\$ 15,000	\$ -	\$ 15,000	0.4%
811 UAPCS Dues	\$ -	\$ -	\$ 6,408	\$ -	\$ 6,408	0.0%
812 Banking Fees	\$ -	\$ 2,009	\$ 30,000	\$ -	\$ 30,000	6.7%
830 Facility Bond K8	\$ -	\$ 36,075	\$ 422,610	\$ -	\$ 422,610	8.5%
832 USDA Payments HS	\$ -	\$ 28,304	\$ 339,648	\$ -	\$ 339,648	8.3%
890 Miscellaneous	\$ -	\$ -	\$ 1,000	\$ -	\$ 1,000	0.0%
Total 800:	\$ -	\$ 66,451	\$ 814,666	\$ -	\$ 814,666	8.2%
Total Expenses:	\$ -	\$ 664,430	\$ 9,349,666	\$ -	\$ 9,349,666	7.1%
Net Income:	\$ -	\$ 112,800	\$ 1,195,472	\$ 400	\$ 1,195,872	9.4%
3.5% Calculated off of Total Revenue -- Summary	\$ 369,094	\$ 369,080	\$ 14	\$ 369,094		
Remaining:	\$ 826,392	\$ 826,778				
						+ NI Goal equ
						\$ 1,195,872



	FY25 Prior Yr Actuals	FY26 Current Actuals	FY26 Approved Budget	Changes	FY26 Working Budget	% of Forecast
Expenses						
100 Salaries						
120/142/152 Administration Salaries	\$ -	\$ 55,378	\$ 693,489	\$ -	\$ 693,489	8.0%
131 Teachers K8	\$ -	\$ 120,446	\$ 1,552,428	\$ -	\$ 1,552,428	7.8%
131 Teachers HS	\$ -	\$ 88,591	\$ 1,150,033	\$ -	\$ 1,150,033	7.7%
133/161 SpEd Teachers & Paras K8	\$ -	\$ 15,795	\$ 363,675	\$ -	\$ 363,675	4.3%
133/161 SpEd Teachers & Paras HS	\$ -	\$ 11,281	\$ 304,731	\$ -	\$ 304,731	3.7%
131/161 Title I & Early Literacy Staff	\$ -	\$ 5,842	\$ 155,300	\$ -	\$ 155,300	3.8%
134 Stipends / Christmas Bonuses K8	\$ -	\$ 2,258	\$ 155,000	\$ -	\$ 155,000	1.5%
134 Stipends / Christmas Bonuses HS	\$ -	\$ 1,978	\$ 120,000	\$ -	\$ 120,000	1.6%
132 Substitute Teachers K8	\$ -	\$ -	\$ 40,000	\$ -	\$ 40,000	0.0%
132 Substitute Teachers HS	\$ -	\$ -	\$ 20,000	\$ -	\$ 20,000	0.0%
132 PTO Cash Out	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!
145 Library Aides	\$ -	\$ -	\$ 12,000	\$ -	\$ 12,000	0.0%
152 Board Secretary	\$ -	\$ 125	\$ 1,500	\$ -	\$ 1,500	8.3%
152 Secretaries K8	\$ -	\$ 6,835	\$ 98,960	\$ -	\$ 98,960	6.9%
152 Secretaries HS	\$ -	\$ 5,022	\$ 90,100	\$ -	\$ 90,100	5.6%
164 Lunch Room/Playground/SLT Math/Class	\$ -	\$ 296	\$ 165,000	\$ -	\$ 165,000	0.2%
181/182 Maintenance / Custodial	\$ -	\$ 16,071	\$ 134,000	\$ -	\$ 134,000	12.0%
190 Food Service Staff	\$ -	\$ 4,795	\$ 235,000	\$ -	\$ 235,000	2.0%
Total 100:	\$ -	\$ 334,713	\$ 5,291,216	\$ -	\$ 5,291,216	6.3%
200 Benefits						
220 FICA/Medicare	\$ -	\$ 29,881	\$ 402,132	\$ -	\$ 402,132	7.4%
230 Retirement	\$ -	\$ 31,706	\$ 362,000	\$ -	\$ 362,000	8.8%
241 Health Insurance	\$ -	\$ 47,412	\$ 550,000	\$ -	\$ 550,000	8.6%
242 Dental Insurance	\$ -	\$ 2,910	\$ 32,000	\$ -	\$ 32,000	9.1%
243 Life and Disability Insurance	\$ -	\$ 136	\$ 2,500	\$ -	\$ 2,500	5.4%
244 HRA/401k/Stipend/Cobra Admin Fee	\$ -	\$ 8,142	\$ 100,000	\$ -	\$ 100,000	8.1%
270 Worker's Compensation Fund	\$ -	\$ -	\$ 16,000	\$ -	\$ 16,000	0.0%
280 Unemployment Insurance	\$ -	\$ -	\$ 10,000	\$ -	\$ 10,000	0.0%
Total 200:	\$ -	\$ 120,187	\$ 1,474,632	\$ -	\$ 1,474,632	8.2%
300 Prof & Technical Services						
330 EL Education / Credit Recovery	\$ -	\$ -	\$ 500	\$ -	\$ 500	0.0%
323 Special Education Contractors K8	\$ -	\$ -	\$ 110,000	\$ -	\$ 110,000	0.0%
323 Special Education Contractors HS	\$ -	\$ -	\$ 48,000	\$ -	\$ 48,000	0.0%
331 Prof Development (K8)	\$ -	\$ 64	\$ 13,000	\$ -	\$ 13,000	0.5%
331 Prof Development (HS)	\$ -	\$ 96	\$ 13,000	\$ -	\$ 13,000	0.7%
345 Business and HR Services	\$ -	\$ 7,614	\$ 91,363	\$ -	\$ 91,363	8.3%
349 Legal Services	\$ -	\$ -	\$ 3,000	\$ -	\$ 3,000	0.0%
352 Audit Services	\$ -	\$ -	\$ 20,600	\$ -	\$ 20,600	0.0%
355 Technology Services	\$ -	\$ 315	\$ 45,000	\$ -	\$ 45,000	0.7%
Total 300:	\$ -	\$ 8,089	\$ 344,463	\$ -	\$ 344,463	2.3%
400 Purchased Property Services						
411 Water / Sewage / Garbage	\$ -	\$ 4,412	\$ 46,000	\$ -	\$ 46,000	9.6%
420 Cleaning Services	\$ -	\$ 4,692	\$ 17,000	\$ -	\$ 17,000	27.6%
430 Repairs / Maintenance	\$ -	\$ 1,322	\$ 40,000	\$ -	\$ 40,000	3.3%
430 Monitoring / Inspections	\$ -	\$ 2,576	\$ 4,000	\$ -	\$ 4,000	64.4%
435 Lawn Care & Snow Removal	\$ -	\$ -	\$ 80,000	\$ -	\$ 80,000	0.0%
443 Lease of Copy Machines K8	\$ -	\$ 933	\$ 20,000	\$ -	\$ 20,000	4.7%
443 Lease of Copy Machines HS	\$ -	\$ 426	\$ 11,800	\$ -	\$ 11,800	3.6%
450 Construction Services	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%
Total 400:	\$ -	\$ 14,361	\$ 223,800	\$ -	\$ 223,800	6.4%

Admin includes:
120 Principal
142.21b Counselor
152.24e Admin Sec

Budget Detail Report



Budget Report as of **July 31, 2025** % through the year **8.33%**

	(801 Students)		(7 Students)	(801 Students)		(801 Students)	
	FY25 Prior Yr Actuals	FY26 Current Actuals	FY26 Approved Budget	Changes	FY26 Working Budget	% of Forecast	
Revenue							
1000 Local							
1510 Interest on Investments	\$ -	\$ 17,048	\$ 210,000	\$ -	\$ 210,000	8.1%	
1610 Lunch - Sales to Students	\$ -	\$ 2,084	\$ 125,000	\$ -	\$ 125,000	1.7%	
1720 Clothing Sales	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1720 Yearbook K8	\$ -	\$ -	\$ 4,500	\$ -	\$ 4,500	0.0%	
1720 Yearbook HS	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1741 VHS Registration & Class Fees	\$ -	\$ 690	\$ 27,000	\$ -	\$ 27,000	2.6%	
1741 Middle School Fees	\$ -	\$ -	\$ 2,040	\$ -	\$ 2,040	0.0%	
1741 Beginning Camp K8	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1741 Beginning Camp HS	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1747 Extra-Curricular Activity Fees	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1770 Fundraisers	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1780 AP Testing	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1910 Rental Income	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1920 Classroom/Expedition Donations K8	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1920 Classroom/Expedition Donations HS	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1920 Community Donations	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1920 Parent Crew Income K8	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1920 Parent Crew Income HS	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1920 Library Donations / Fines	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1930 Gain on Sale Assets	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1940 Textbook (Sales and Rentals)	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1990 Miscellaneous (Background, etc.) K8	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
1990 Miscellaneous (Background, etc.) HS	\$ -	\$ 400	\$ -	\$ 400	\$ 400	100.0%	
Total 1000:	\$ -	\$ 20,222	\$ 368,540	\$ 400	\$ 368,940	5.5%	
3000 State							
3010 Regular School Prgm K-12/Small HS	\$ -	\$ 318,067	\$ 3,817,613	\$ -	\$ 3,817,613	8.3%	
3013 Foreign Exchange Students	\$ -	\$ 390	\$ 4,494	\$ -	\$ 4,494	8.7%	
3020 Professional Staff	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
3105 Special Education -- Add-On	\$ -	\$ 82,423	\$ 989,079	\$ -	\$ 989,079	8.3%	
3110 Special Education -- Self Contained	\$ -	\$ 634	\$ 7,608	\$ -	\$ 7,608	8.3%	
3120 Special Education -- Extended Year	\$ -	\$ 188	\$ 2,259	\$ -	\$ 2,259	8.3%	
3125 Special Education -- Impact Aid	\$ -	\$ 1,580	\$ 18,954	\$ -	\$ 18,954	8.3%	
3128 Special Education -- Extend Yr Stipend	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
3101 Class Size Reduction - K-8	\$ -	\$ 16,498	\$ 197,843	\$ -	\$ 197,843	8.3%	
3144 Enhancement for At-Risk	\$ -	\$ 9,885	\$ 118,614	\$ -	\$ 118,614	8.3%	
3205 CS Funding Base Program	\$ -	\$ 7,667	\$ 98,359	\$ -	\$ 98,359	7.8%	
3210 Flexible Allocation	\$ -	\$ 27,842	\$ 333,999	\$ -	\$ 333,999	8.3%	
3219 Charter School Local Replacement	\$ -	\$ 241,867	\$ 2,906,028	\$ -	\$ 2,906,028	8.3%	
3305 Early Literacy (was K-3 Reading)/Software	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
3332 Enhancement for Acc Students AP	\$ -	\$ -	\$ 1,918	\$ -	\$ 1,918	0.0%	
3333 Concurrent Enrollment	\$ -	\$ -	\$ 2,210	\$ -	\$ 2,210	0.0%	
3451 Educator Professional Time	\$ -	\$ -	\$ 97,444	\$ -	\$ 97,444	0.0%	
3407 TSPP / SSHINE	\$ -	\$ -	\$ 30,099	\$ -	\$ 30,099	0.0%	
3468 Teacher Materials and Supplies	\$ -	\$ -	\$ 14,453	\$ -	\$ 14,453	0.0%	
3476 Educator Salary Adjustment	\$ -	\$ 49,967	\$ 599,609	\$ -	\$ 599,609	8.3%	
3520 School Land Trust Program	\$ -	\$ -	\$ 124,292	\$ -	\$ 124,292	0.0%	
3654 Period Products / Safety Coordinator / EISP	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
3870 School Lunch (Liquor Tax)	\$ -	\$ -	\$ 65,000	\$ -	\$ 65,000	0.0%	
3873 Suicide Prevention / Substance Prevention	\$ -	\$ -	\$ 5,000	\$ -	\$ 5,000	0.0%	
3800 Teacher & Student Success Act	\$ -	\$ -	\$ 272,750	\$ -	\$ 272,750	0.0%	
3895 Title II School Leader	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
3844 Schl Based Ed Support Professional Stipends	\$ -	\$ -	\$ 45,151	\$ -	\$ 45,151	0.0%	
Total 3000:	\$ -	\$ 757,008	\$ 9,752,776	\$ -	\$ 9,752,776	7.8%	
4000 Federal							
4522 IDEA Part-B Preschool	\$ -	\$ -	\$ 2,153	\$ -	\$ 2,153	0.0%	
4524 IDEA Part-B	\$ -	\$ -	\$ 131,897	\$ -	\$ 131,897	0.0%	
4230 Geer II	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
4571 National School Lunch Prgm / Food Coop	\$ -	\$ -	\$ 36,560	\$ -	\$ 36,560	0.0%	
4572 Free & Reduced Reimbursement	\$ -	\$ -	\$ 120,000	\$ -	\$ 120,000	0.0%	
4574 National School Breakfast	\$ -	\$ -	\$ 31,000	\$ -	\$ 31,000	0.0%	
4579 Equipment Grant	\$ -	\$ -	\$ -	\$ -	\$ -	#DIV/0!	
4801 Title IA	\$ -	\$ -	\$ 74,758	\$ -	\$ 74,758	0.0%	
4860 Title IIA	\$ -	\$ -	\$ 17,454	\$ -	\$ 17,454	0.0%	
4905 Title IV	\$ -	\$ -	\$ 10,000	\$ -	\$ 10,000	0.0%	
Total 4000:	\$ -	\$ -	\$ 423,822	\$ -	\$ 423,822	0.0%	
Total Revenue:	\$ -	\$ 777,230	\$ 10,545,138	\$ 400	\$ 10,545,538	7.4%	

Financial Summary
as of: July 31, 2025



8.3% through the Year

BUDGET REPORT

EXPENSES

RATIOS

	Year-to Date Actuals	Approved Budget	Forecast	% of Forecast
Enrollment	801	804	801	
Revenue				
1000 Local	\$ 20,222	\$ 368,540	\$ 368,940	5%
3000 State	\$ 757,008	\$ 9,752,776	\$ 9,752,776	8%
4000 Federal	\$ -	\$ 423,822	\$ 423,822	0%
Total Revenue	\$ 777,230	\$ 10,545,138	\$ 10,545,538	7%
Expenses				
100 Salaries	\$ 334,713	\$ 5,291,216	\$ 5,291,216	6%
200 Benefits	\$ 120,187	\$ 1,474,632	\$ 1,474,632	8%
300 Prof & Technical Services	\$ 8,089	\$ 344,463	\$ 344,463	2%
400 Purchased Property Services	\$ 14,361	\$ 223,800	\$ 223,800	6%
500 Other Purchase Services	\$ 22,331	\$ 192,446	\$ 192,446	12%
600 Supplies and Materials	\$ 37,342	\$ 718,443	\$ 718,443	5%
700 Property, Equipment	\$ 60,956	\$ 290,000	\$ 290,000	21%
800 Debt Service and Misc	\$ 66,451	\$ 814,666	\$ 814,666	8%
Total Expenses	\$ 664,430	\$ 9,349,666	\$ 9,349,666	7%
Net Income from Operations	\$ 112,800	\$ 1,195,472	\$ 1,195,872	9%

Operating Margin

14.5%

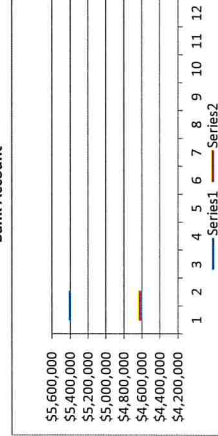
11.3%

11.3%

CASH

Ending Cash Balance - General Fund	\$ 4,238,262
Capital Projects Fund	\$ 1,167,779
Days Cash on Hand	165

Bank Account

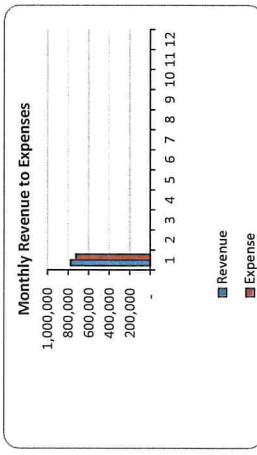
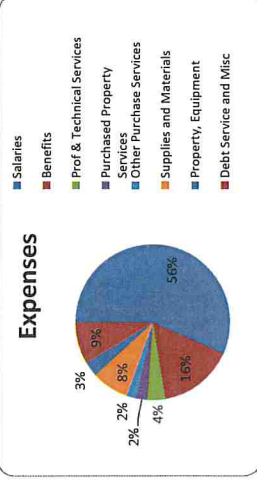


RESERVES

Previous Reserve Balance	\$ 5,525,445	\$ 5,525,445
Reserves Added this Year	\$ 112,800	\$ 1,195,872
CapEx rolling reserve	\$ (1,167,779)	\$ (1,167,779)
New Reserve Balance	\$ 4,470,466	\$ 5,553,538

ENROLLMENT

K	S	O	N	D	J	F	M	A	M
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	0	-4



	Actual	Goal
Operating Margin	11.3%	>4%
Debt Serv Coverage	4.51	> 1.30
Days Cash on Hand	165	100-110
Building Payment %	7%	< 20%

SECTION C: LOCAL GOALS

Goals must be measurable, address current performance gaps in student math and/or literacy data, and include specific strategies for improving outcomes.

Videos to support goal writing: [Analyzing Data and Identifying Areas of Need](#) and [Writing Goals](#)

Goal Sentence Frame:

By **[date]**, **[who is responsible]** will **[what will change and by how much--measurable]** by **[how--which evidence-based strategy(ies) will be used]** to **[why—for what purpose]**.

1. Early Mathematics Goal *(required)*

By **June 1, 2025**, **Venture Academy** will maintain the percentage of kindergarten students scoring at or above benchmark on Acadience Math Composite from BOY to EOY by using evidence-based tier I curriculum in the general education class and progress monitoring with Acadience Math to inform small group instruction and interventions in order to build solid foundational early math skills.

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

☒ Literacy Goal

☐ Mathematics Goal

By **June 1, 2025**, **Venture Academy** will maintain the percentage of second grade students scoring at or above benchmark on the Acadience Reading Fluency Submeasure from BOY to EOY by using evidence-based tier I curriculum in the general education class and progress monitoring with Acadience Reading to inform small group instruction and interventions in order to build solid foundational early literacy skills.

General Assurances: Check the boxes below.

☒ The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

☒ The LEA has adopted high quality instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

☒ The Early Learning Plan submitted will be reviewed and approved by your local board in an open, public meeting.

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 corrective action.

with the capacity to justify the logic used to arrive at the solution.	approach.
Productive Disposition: the attitude of a student who sees 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.

	https://ufli.education.ufl.edu/foundations/toolbox/ Explicit phonics and fluency instruction in small groups with the classroom teacher daily for 30 minutes and progress monitor every 1-2 weeks. Heggerty Bridge the Gap (2020) Explicit phonemic awareness and phonics instruction in small groups with a reading interventionist for 120 minutes weekly and progress monitor every 1-2 weeks.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SECTION B: EARLY MATHEMATICS

1. What evidence-based curriculum is being used in tier 1 instruction and intervention instruction for K-3 mathematics?

Core program(s)	Intervention program(s) and/or strategies
Eureka Math (Engage NY, 2015), Zearn, Number Talks	Bridges Intervention, Number Talks, Zearn Zaner Bloser Building Fact Fluency: A Toolkit for Addition & Subtraction, Schema Based Small Group Instruction with a classroom teacher and/or intervention assistant 60-90 minutes per week and progress monitored every 1-2 weeks.

2. Describe how the following mathematical components are incorporated in tier 1 instruction 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. Number Talks are used to encourage students to make connections with how one problem can be solved in multiple different ways.
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. Math Talks
Strategic and Adaptive Mathematical Thinking: the ability to formulate, represent, and solve mathematical problems	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

EARLY LEARNING PLAN 2024-2025

LEA Name: Venture Academy

Date of Expected Local Board Approval: Aug 20, 2024

Submission of Early Learning Plan:

- Submission on or before August 1st: For ELP **approval**, submit the following to earlylearning@schools.utah.gov **by August 1st.**
 - ELP Plan as a WORD document
- Plan approval added to Local Board agenda by August 1 to have approval completed by September 1
- All Revisions submitted **no later than September 1st by 5 p.m.**

SECTION A: EARLY LITERACY

List your evidence-informed core curriculum program(s) and evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

SB 127: Districts and charters are required to provide instructional materials that are evidence-informed for core instruction and evidence-based for intervention and supplemental instruction.

***Evidence-Informed Curriculum(s)** (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

***Evidence-based** is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.

*Resources available: [Science of Reading Evidence-Informed Core Criteria Checklist](#)
[Strong and Moderate Evidence Criteria](#)

Core program(s) with year published/edition	Intervention program(s) with year published/edition or evidence-based strategies
<i>Wonders (2023 edition)</i>	<i>Rewards Intermediate (2014)</i> <i>UFLI Foundations Toolkit (Access from</i>

Q2. Goal 2:

What is your LEAs last day of school?

By 6/1/26, Venture Academy will increase the percentage of second grade students scoring at or above benchmark on Acadience Math Computation from BOY to EOY by 13% by using an evidence-based tier 1 curriculum, Touch Math to improve fluent counting and progress monitoring to inform small group math instruction.

Q3. What grade level will this goal focus on?

- Second Grade

Q4. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

Computation

Q5. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 11% or higher

Q6. How will you achieve this goal? What evidence-based strategies will you implement?

By using an evidence-based tier 1 curriculum, Touch Math to improve fluent counting and progress monitoring to inform small group math instruction.

Q31. The LEA assures that it is in compliance with State Code [53E-4-307.5](#), [53G-7-218](#), [53E-3-521](#) and Utah Board Rule [R277-406](#) applicable to this program.

- Agree

Q32. The LEA has adopted high quality literacy instructional materials and intervention programs aligned with the effective research regarding the science of reading and the LEA's reading strategies meet the criteria in Section [53G-11-303](#).

- Agree

Q33. Our LEA assures that we will complete and submit the Goal Attainment Survey by July 15, 2026.

- Agree

Q39. Our LEA assures that we will present the outcomes of our Early Learning Plan and attainment of our goals to our school board in an open and public meeting as required in [R277-406](#).

- Agree

Embedded Data:

N/A

Q34. Strategic and Adaptive Mathematics Thinking: the ability to formulate, represent, and solve mathematical problems with the capacity to justify the logic used to arrive at the solution.

For example: Implement evidence-based strategies including engaging students in the Standards for Mathematical Practice in the Utah Core Mathematics Standards, engaging in rigorous mathematical tasks.

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.

Q35. Productive Disposition: the attitude of a student who sees mathematics as useful and worthwhile while exercising a steady effort to learn mathematics.

For example: Implement evidence-based strategies including goal setting, supporting positive mathematical experiences, promoting positive mathematical mindsets.

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.

Q8. The state growth goal requires 60% of first through third grade students to make typical, above typical, or well above typical growth from beginning of year to the end of the year as measured by Pathways of Progress on the Acadience Math assessment.

Per [53G-7-218](#) and [R277-406](#), an LEA that fails to meet the State Growth Goal in Math MUST participate in the USBE Math System of Support.

- We understand the expectation for meeting the State Growth Goal for math and agree to participate in the USBE Math System of Support if our LEA fails to meet the goal as outlined above.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q14. Goal 1:

What is your LEA's last day of school?

By 6/1/26, Venture Academy will increase the percentage of kindergarten students scoring at or above benchmark on Acadience Math Number Identification Fluency from BOY to EOY by 3% by using evidence-based tier 1 curriculum in the general education classroom and progress monitoring to inform small group instruction and interventions within the classroom in order to build solid foundational early math skills.

Q16. What grade level will this goal focus on?

- Kindergarten

Q19. What Acadience Math measure will your goal focus on? (e.g. composite, NNF, computation)

NIF

Q21. What is the target increase in the percentage of students scoring at or above benchmark from the beginning of the school year to the end of the school year?

- 1%-3%

Q22. How will you achieve this goal? What evidence-based strategies will you implement?

We will achieve this by using evidence-based tier 1 curriculum in the general education classroom and progress monitoring to inform small group instruction and interventions within the classroom in order to build solid foundational early math skills.

Your LEA is responsible for creating two goals that are specific to your LEA, measurable, address current performance gaps in students' mathematics proficiency based on data, and include specific strategies for improving outcomes. (53G-7-218)

Please answer the questions below to generate your goal.

Q10. Select your evidence-based intervention program(s)/strategies for grades K-3 literacy along with the year published or edition.

**Evidence-based is defined in SB 127 as: means that a strategy demonstrates a statistically significant effect, of at least a 0.40 effect size, on improving student outcomes based on: (i) strong evidence from at least one well-designed and well-implemented experimental study or (ii) moderate evidence from at least one well-designed and well-implemented quasi-experimental study.*

SB 127 (2022) Early Literacy Outcome Improvement

For example: 95% Phonics Lesson Library 1st Edition, Read 180 Reading 2022, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

You are able to select more than one.

- Bridge The Gap 2020
- REWARDS 2nd Ed.
- Voyager Passport 2020

Q11. List the evidence-informed core curriculum being used in tier 1 K-3 mathematics instruction.

For example: Eureka Math Squared, iReady Classroom Mathematics 2024, etc.
Eureka Math

Q12. List the evidence-informed intervention programs/strategies used for grades K-3 mathematics interventions.

For example: Building Fact Fluency Kits, Kickstart Number Sense for Targeted Math Interventions, Bridges Interventions, etc.

***Software programs are not considered eligible intervention curriculum for tier 2 and tier 3 instruction.**

Bridges Intervention, Number Talks, Zearn, Zaner Bloser Building Fact Fluency: A Toolkit for Addition & Subtraction, Schema Based Small Group Instruction with a classroom teacher and/or intervention assistant 60-90 minutes per week and progress monitored every 1-2 weeks.

Describe how the following mathematical components are incorporated in tier 1 instruction in grades K-3.

Support Document: [Components of Early Mathematics Resources](#)

Q32. Conceptual Understanding: the comprehension and connection of concepts, operations, and relations.

For example: Incorporate evidence based strategies like implementing mathematical tasks that promote reasoning and problem solving, facilitating meaningful mathematical discourse, engaging students in number talks

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. Number Talks are used to encourage students to make connections with how one problem can be solved in multiple different ways.

Q33.

Procedural Fluency: the meaningful, flexible, accurate, and efficient use of procedures to solve problems.

For example: Implement fluency building components of evidence-based mathematics curricular programs (e.g. Building Fact Fluency Kits), Implement evidence-based fluency strategies that promote meaningful, flexible, accurate, and efficient procedures. (e.g. build procedural fluency from conceptual understanding, games that promote fluency, number talks)

The use of regular timed testing will NOT be approved as research shows it is ineffective and damaging.

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. Math Talks

Response Summary:

Thank you for submitting an Early Learning Plan for your Local Education Agency (LEA).

This plan provides the Utah State Board of Education (USBE) with information regarding your LEA's early literacy and early mathematics curriculum, established goals, and the implementation of the four components of mathematics instruction as required by Utah State Code 53G-7-218, 53E-3-521, and Board Rule R277-406.

We appreciate your collaborative efforts between LEA literacy and mathematics leaders in the development of this plan.

Q2. LEA Name

Venture Academy

Q3. LEA Literacy Leader First and Last Name(s)

Jodi Smith

Q4. LEA Literacy Leader Email Address(es)

jsmith@venturelearning.org

Q5. LEA Mathematics Leader First and Last Name(s)

Jodi Smith

Q6. LEA Mathematics Leader Email Address(es)

jsmith@venturelearning.org

Q7. Please list your LEA Superintendency/Leadership that should be included in goal outcome communications.

Please include their first and last name(s), title(s), and email address(es).

Christina Earl, K-8 Principal, cearl@venturelearning.org

Q9. Select your evidence-informed core curriculum program(s) for grades K-3 literacy along with the year published or edition.

*Evidence-Informed Curriculum(s) (defined in SB 127 as: (i) is developed using high-quality research outside of a controlled setting in the given field, and (ii) includes strategies and activities with a strong scientific basis for use)

[SB 127 \(2022\) Early Literacy Outcomes Improvement](#)

More than one box may be selected.

- EL Education Language Arts
- Wonders 2023
- Heggerty Phonemic Awareness 2022
- UFLI Foundations

Drug Free School and Workplace

employment. The board shall not support, legally or financially, any violator of the above should violations result in a lawsuit or other liability action. In compliance with the Federal Drug-Free Workplace Act of 1988, the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited anywhere in the school workplace and/or while engaged in school business. As a condition of employment, employees shall be expected to abide by this policy and notify the building principal within five days of any criminal drug charge and or conviction (whether themselves or another employee). Venture Academy shall notify the appropriate Federal agency of any convictions within ten business days of receipt of notification as required by current law.

2. **Students** who violate any of the above prohibitions shall be subject to disciplinary action as outlined in the Safe and Orderly School policy including law enforcement referral and possible expulsion.

Drug Free School and Workplace

Drug and Alcohol Policy Prohibitions

1. Prohibited: Use, possession, distribution, sale, or being under the influence of controlled substances or intoxicants, including alcohol, nicotine, or tobacco (regardless of the delivery system, including but not limited to vapes, pouches) on school property or while engaged in or attending a school activity including the chaperoning (overnight or daytime) of an off-campus school activity.
 - a. See Sections 58-37-2, 58-37b-2 and 58-37a-3 of the Utah Code for definitions of controlled substances and illegal paraphernalia.
 - b. This includes the use of any substance including inhalants and over the counter medications which are used for unintended purposes or in excess of recommended amounts.
2. Use, possession, distribution or sale of an "imitation controlled substance" which by its appearance or by representations made, would lead a reasonable person to believe that the substance is prohibited.
3. Use, possession, distribution or sale of drug paraphernalia on school property or while attending a school activity.
4. Selling or distributing prohibited substances off campus so that it causes a serious direct and immediate effect on school functions or activities.
5. Being present where prohibited substances are being openly used or possessed on school grounds or at school activities.
6. Being under the influence of prohibited substances while working or attending school on Venture Academy property.

Consequences

1. **School Employees** who violate any of the above prohibitions shall be subject to disciplinary action which may result in penalties up to and including termination of