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\$2,000,000

Beehive Science and Technology Academy**Address:**

TBD

Grades Served: K-9**Director Contact:**

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Beehive Science and Technology Academy

Beehive Science and Technology Academy replication campus (BSTA-WEST) will replicate BSTA's STEM-integrated instructional model, grounded in rigorous core instruction, applied problem-solving, and data-driven continuous improvement. The model integrates standards-aligned curriculum in ELA, mathematics, science, and social studies with project-based learning experiences emphasizing critical thinking, collaboration, and real-world application. BSTA-WEST will implement the same curricular frameworks, instructional pacing guides, assessment systems, and professional learning structures used at the Sandy campus to preserve replication fidelity. To ensure replication fidelity is actively monitored rather than assumed, Sandy campus leadership will conduct at least two formal cross-campus instructional reviews during the first implementation year, with findings documented and incorporated into BSTA-WEST's continuous improvement cycle. The instructional model is designed to improve proficiency and median growth percentiles (MGP) in ELA and mathematics through structured skill progression, targeted intervention, and explicit literacy instruction embedded across content areas. Student achievement and growth data will be disaggregated by subgroups, including educationally disadvantaged students, to ensure equitable outcomes.

Goal 1: ELA Growth for Educationally Disadvantaged Students-By the end of Year 2 of the CSP project period, at least 2 percentage points more educationally disadvantaged students at the BSTA-WEST campus, will meet or exceed annual median growth percentile (MGP) targets in English Language Arts compared to statewide subgroup averages.

Goal 2: Mathematics Growth for All Students-By the end of Year 2 of the CSP project period, at least 2 percentage points more students at the BSTA-WEST campus will exceed annual median growth percentile (MGP) targets in mathematics compared to statewide averages for all students.

Goal 3: Deeper Learning and STEM Outcomes-By the end of Year 2 of the CSP project period, at least 85% of students in grades 3 and above at the BSTA-WEST campus will successfully complete at least one interdisciplinary, project-based STEM learning experience per year, aligned to BSTA's instructional model and evaluated using standards-aligned performance rubrics.

Goal 4: Professional Development Completion and Instructional Implementation-By the end of Year 2 of the CSP project period, at least 80% of instructional staff at the BSTA-WEST campus will complete a minimum of 30 hours of required professional development annually.

Goal 5: Family Engagement and Partnership-By the end of Year 2 of the CSP project period, the BSTA-WEST campus will: Host at least five structured family engagement events annually, with intentional outreach to families of educationally disadvantaged students, and achieve a minimum 40% family participation rate across events; and ensure that at least 10% of enrolled students receive a documented home visit during the initial implementation year, with the percentage increasing by 6 additional percentage points by the end of Year 2.



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Project Design

This project design replicates Beehive Science and Technology Academy's (BSTA) established instructional framework with fidelity by aligning curriculum, assessment, professional learning, staffing, and operational systems across planning and implementation.

Educational Model and Instructional Design

Overview of the Instructional Model

Beehive Science and Technology Academy replication campus (BSTA-WEST) will replicate BSTA's STEM-integrated instructional model, grounded in rigorous core instruction, applied problem-solving, and data-driven continuous improvement. The model integrates standards-aligned curriculum in ELA, mathematics, science, and social studies with project-based learning experiences emphasizing critical thinking, collaboration, and real-world application.

BSTA-WEST will implement the same curricular frameworks, instructional pacing guides, assessment systems, and professional learning structures used at the Sandy campus to preserve replication fidelity. To ensure replication fidelity is actively monitored rather than assumed, Sandy campus leadership will conduct at least two formal cross-campus instructional reviews during the first implementation year, with findings documented and incorporated into BSTA-WEST's continuous improvement cycle. The instructional model is designed to improve proficiency and median growth percentiles (MGP) in ELA and mathematics through structured skill progression, targeted intervention, and explicit literacy instruction embedded across content areas. Student achievement and growth data will be disaggregated by subgroups, including educationally disadvantaged students, to ensure equitable outcomes.

Evidence of Effectiveness and Focus on Growth

The instructional model is designed to improve both proficiency and student growth, with particular emphasis on Median Growth Percentile (MGP) outcomes in ELA and mathematics. Historic performance at the Sandy campus demonstrates capacity to generate growth outcomes at or above the statewide median benchmark of 50 in multiple content areas. At BSTA-WEST, the model will prioritize:

- Accelerated mathematics growth through structured skill progression and targeted intervention.
- English Language Arts growth through explicit literacy instruction embedded across content areas.
- Equitable access to rigorous STEM experiences for educationally disadvantaged students.

Student achievement and growth data will be disaggregated by subgroups, including educationally disadvantaged students, to ensure equitable outcomes.

Growth Plan and Enrollment Strategy

The replication growth plan aligns enrollment projections, staffing, and facilities planning to ensure the BSTA-WEST campus opens with appropriate capacity and scales responsibly.

Enrollment targets are phased to allow the instructional model, staffing structures, and student support systems to be implemented with fidelity before expanding capacity.

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Projected Enrollment — BSTA-WEST Replicated Campus

Grade	Year 1 (2027-28) New Seats	Year 2 (2028-29) New Seats	Year 3 (2029-30) New Seats	Total Projected Enrollment Growth
K	50	25	25	100
1	50	25	25	100
2	50	0	25	75
3	50	0	0	50
4	50	0	0	50
5	50	0	0	50
6	50	0	0	50
7	50	0	0	50
8	–	50	0	50
9	–	–	50	50
Total	400	100	125	625

**Table shows new seats added per year. Cumulative enrollment totals are shown in the summary table below.*

Enrollment growth is phased to ensure instructional quality, staffing capacity, and student support systems are in place prior to expanding class sizes. Upper grades (6–8) scale more gradually in Years 1–2, reflecting the natural enrollment pattern for a new campus where middle school families require additional recruitment lead time. BSTA-WEST’s phased grow-up model adds one grade per year, reaching K–9 by Year 3 of the grant period, with a long-term trajectory to K–12 serving approximately 1,100 students at full build-out.

Year	Grades Served	West Campus Enrollment	Sandy Campus Enrollment	Combined Network Total
Year 1 (2027–28 / FY28)	K–7	400	960	1,360
Year 2 (2028–29 / FY29)	K–8	500	975	1,475
Year 3 (2029–30 / FY30)	K–9	625	990	1,615

Enrollment projections are grounded in BSTA’s December 2025 Saratoga Springs Market Analysis, which identified a multi-factor demand base including regional population growth (Saratoga Springs is among the fastest-growing cities in Utah), anticipated enrollment displacement from the dissolution of the Alpine School District, aggregate charter waitlists reported in the BSTA Saratoga Springs Market Analysis showing a combined K–7 waitlist total of 1,832 students across six regional charter schools, and BSTA’s existing waitlist that includes families from the Saratoga Springs service area. The Market Analysis further applies tier-based addressability and “general vs. brand-specific” filters to estimate conservative addressable demand while avoiding overstatement of raw waitlist totals.

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Recruitment strategies emphasize equitable access. BSTA will conduct multilingual outreach through community events, partnerships with local organizations, social media campaigns, direct mailings, and information sessions. All recruitment materials will be available in English and Spanish. Enrollment will follow BSTA's established lottery and admissions policies, ensuring transparency and compliance with state and federal requirements. Enrollment assistance will be available online, in person, and by phone, with bilingual support available for Spanish-speaking families.

This phased enrollment approach aligns with BSTA's multi-year Strategic Growth Plan, which sequences enrollment increases alongside staffing capacity, leadership development, and instructional supports to prioritize quality and implementation readiness over rapid scale.

Data-Driven Instructional Cycle

Data will be reviewed weekly (PLC), monthly (instructional leadership), and semesterly (schoolwide data cycles) to adjust pacing, regroup students, and deploy Tier 2/3 interventions.

Decision Rule: If schoolwide or subgroup MGP falls below the statewide median benchmark of 50 across two consecutive review cycles, instructional leadership will review curriculum alignment, instructional practice, and intervention effectiveness, then deploy targeted coaching and regrouping adjustments.

Serving Educationally Disadvantaged Students

The model incorporates tiered supports to ensure educationally disadvantaged students meet or exceed growth expectations. Within the MTSS framework:

- Tier 1 instruction provides standards-aligned, differentiated core instruction.
- Tier 2 provides small-group, skill-targeted interventions aligned to identified gaps.
- Tier 3 provides intensive, individualized supports for students significantly below grade level.

Progress for educationally disadvantaged students will be reviewed semesterly, with intervention adjustments documented and monitored for effectiveness. This ensures that subgroup performance is systematically addressed rather than reactively managed.

Professional Development and Implementation Capacity

Effective implementation is supported by structured professional development aligned to curriculum, assessment literacy, and data analysis. Prior to launch, staff will participate in onboarding sessions focused on:

- Curriculum alignment and pacing
- Assessment administration and analysis
- MTSS implementation
- STEM-integrated instructional strategies

In addition to these foundational training components, BSTA leverages its ongoing participation in the Assessment to Achieve (A2A) framework as a central driver of instructional improvement and implementation capacity. The A2A framework strengthens instructional coherence by ensuring that professional learning is directly tied to measurable student outcomes.

Feasibility and Sustainability

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The Educational Model is feasible because it replicates an existing, operational framework with established curriculum resources, assessment systems, leadership protocols, and governance oversight. The CSP investment supports one-time startup needs, materials, technology, training, and staffing, while ongoing instructional costs transition to sustainable state funding. Replication fidelity is preserved through:

- Shared governance oversight
- Common assessment platforms
- Consistent professional learning structures
- Unified data monitoring systems

This alignment ensures that BSTA-WEST launches with operational clarity and maintains instructional consistency over time.

Project Goals

Goal 1: ELA Growth for Educationally Disadvantaged Students

By the end of Year 2 of the CSP project period, at least 2 percentage points more educationally disadvantaged students at the BSTA-WEST campus, including students with disabilities, multilingual learners, and economically disadvantaged students, will meet or exceed annual median growth percentile (MGP) targets in English Language Arts compared to statewide subgroup averages, as measured by state summative assessments and interim benchmark data.

Baseline Context: According to the 2024–25 Utah School Report Card, BSTA’s Sandy campus achieved an English Language Arts proficiency rate of 60.3%, with an ELA Median Growth Percentile (MGP) of 55.3% (designated “Average”). These results demonstrate sustained growth performance above the statewide median benchmark of 50 and provide a strong instructional foundation for replication. Year-over-year variation in growth metrics informs the data-driven instructional adjustments and targeted subgroup interventions that will be implemented at the BSTA-WEST campus.

Measurement and Monitoring: Progress will be monitored through monthly instructional leadership data reviews and semesterly schoolwide data cycles using interim assessment results (administered at least 3 times per year), classroom-level formative data, and annual state assessment growth metrics. Instructional teams will use structured data review protocols within PLCs to adjust instruction and deploy targeted Tier 2 and Tier 3 interventions. ELA data will be disaggregated by subgroups (economically disadvantaged, students with disabilities, English learners, race/ethnicity) at each review cycle. Findings from these reviews will inform instructional adjustments consistent with BSTA’s established data decision rules described in the instructional model section.

Goal 2 — Mathematics Growth for All Students

By the end of Year 2 of the CSP project period, at least 2 percentage points more students at the BSTA-WEST campus will exceed annual median growth percentile (MGP) targets in mathematics compared to statewide averages for all students, as measured by state summative

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assessments and interim benchmark data. The mathematics growth goal reflects BSTA's commitment to address identified variability in 2024–25 growth performance through strengthened Tier 2 intervention cycles and structured instructional coaching.

Baseline Context: According to the 2024–25 Utah School Report Card, BSTA's Sandy campus achieved a Mathematics proficiency rate of 53.9%, with a Mathematics Median Growth Percentile (MGP) of 43.9% (designated “Low”). While proficiency remains above statewide averages, the dip in growth highlights the need for strengthened mathematics-focused instructional cycles and MTSS supports at the replicated campus. This variability informs targeted improvement planning within the BSTA-WEST implementation model.

Measurement and Monitoring: Student progress will be monitored through grade-level data reviews using formative assessments and interim benchmark assessments administered at BOY, MOY, and EOY. Data will be reviewed through PLC cycles and instructional leadership reviews to identify skill gaps and adjust instructional supports.

In response to the 2024–25 mathematics Median Growth Percentile (MGP) of 43.9, BSTA–WEST will strengthen mathematics-focused instructional cycles by aligning tiered MTSS interventions to student performance data. Instructional teams will use interim assessment results and classroom-level evidence to adjust grouping structures, deploy targeted Tier 2 supports, and intensify interventions for students demonstrating persistent skill gaps.

Mathematics performance data will be disaggregated by student subgroup to monitor equity and ensure timely deployment of supports.

Decision Rule: If schoolwide or subgroup mathematics MGP falls below the statewide median benchmark of 50 across two consecutive review cycles, instructional leadership will review curriculum alignment, instructional practices, and intervention effectiveness and adjust instructional supports and coaching priorities accordingly.

Goal 3 — Deeper Learning and STEM Outcomes

By the end of Year 2 of the CSP project period, at least 85% of students in grades 3 and above at the BSTA-WEST campus will successfully complete at least one interdisciplinary, project-based STEM learning experience per year, aligned to BSTA's instructional model and evaluated using standards-aligned performance rubrics.

Baseline Context: At BSTA's Sandy campus, all students in grades 3–12 participate in the annual Utah STEM Expo and complete semesterly cross-disciplinary STEM projects. The replicated campus will implement this same model beginning in Year 1.

Measurement and Monitoring: Student participation and completion will be documented through STEM related course grades. Quality of student work will be evaluated using established, standards-aligned performance tasks and project rubrics. Student outcomes will be reviewed through PLCs and leadership data cycles, with findings used to inform instructional adjustments. Participation data will be disaggregated by subgroups to ensure equitable access.

Decision Rule: If the semester STEM project completion rate falls below 85%, instructional leadership will review project scope, scheduling, and access to instructional resources.

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Adjustments to project design, pacing, or instructional supports will be documented in the school's continuous improvement log and reviewed in the subsequent leadership data cycle.

Goal 4 — Professional Development Completion and Instructional Implementation

By the end of Year 2 of the CSP project period, at least 80% of instructional staff at the BSTA-WEST campus will complete a minimum of 30 hours of required professional development annually, aligned to BSTA's evidence-based instructional model and data-informed instructional practices. At least 60% of instructional staff will demonstrate implementation of identified core instructional practices, as measured through observation data, coaching feedback, and implementation checklists.

Baseline Context: BSTA's Sandy campus currently provides structured PD through coaching cycles, PLCs, and annual training institutes. The replicated campus will adopt this same PD infrastructure with additional onboarding for new staff.

Measurement and Monitoring: PD participation will be tracked through attendance logs and completion records maintained by instructional leadership. Implementation fidelity will be monitored through classroom observations conducted at least twice per quarter, coaching cycle documentation, and instructional walkthroughs using BSTA's observation tool.

Decision Rule: If mid-year tracking shows fewer than 60% of instructional staff on pace to complete the required 30 hours of professional development, instructional leadership will conduct a schedule review and deploy additional training opportunities or make-up sessions within 30 days to ensure staff remain on track for annual completion requirements.

Goal 5 — Family Engagement and Partnership

By the end of Year 2 of the CSP project period, the BSTA-WEST campus will:

- Host at least five structured family engagement events annually, with intentional outreach to families of educationally disadvantaged students, and achieve a minimum 40% family participation rate across events; and
- Ensure that at least 10% of enrolled students receive a documented home visit during the initial implementation year, with the percentage increasing by 6 additional percentage points by the end of Year 2.

Baseline Context: BSTA's Sandy campus currently hosts STEM family nights, parent orientations, and annual events with documented attendance. The replicated campus will build on these practices while tailoring outreach to the Saratoga Springs and neighboring communities.

Measurement and Monitoring: Family engagement will be monitored using event attendance records tracked by subgroups, home visit documentation maintained through BSTA's home visit logs, and annual engagement surveys. Data will be reviewed semesterly by the campus leadership and reported to the central leadership. Strategies will be adjusted based on participation trends and feedback, with particular attention to engagement gaps among underserved families.

Progress Monitoring System

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Progress toward all project goals will be tracked through a schoolwide progress-monitoring system aligned to BSTA's Strategic Growth Plan. Key components include:

- Disaggregated data maintained by designated instructional leaders to monitor achievement and growth outcomes in ELA and mathematics, with specific attention to educationally disadvantaged student subgroups.
- Monthly and semesterly data review cycles (PLC and leadership) that follow BSTA's established protocols and decision rules for regrouping, intervention, and instructional adjustment.
- Tiered instructional response protocols that link assessment data to targeted adjustments, intervention supports, and professional learning priorities.
- Ongoing governance reporting embedded in standing board packets, providing the governing board with actionable data related to academic performance, implementation fidelity, and progress toward all five CSP project goals.

Plan for Serving Students

The BSTA-WEST campus will implement a comprehensive, equity-centered approach to serving student needs that integrates systematic monitoring of academic outcomes, early identification of student needs, and inclusive instructional and support practices. These strategies are embedded within BSTA's instructional model and Strategic Growth Plan and are designed to improve outcomes for all students while prioritizing support for underserved and educationally disadvantaged populations.

Monitoring and Improving Academic Outcomes for All Students

As described in the Educational Model section, BSTA-WEST will use a structured, data-driven instructional cycle that integrates formative classroom assessment, interim benchmark assessments administered at BOY, MOY, and EOY, and annual Utah RISE results (including proficiency and median growth percentiles). Data will be reviewed through weekly classroom routines, monthly PLC cycles, and semesterly leadership reviews to identify skill gaps, adjust instruction, and deploy MTSS Tier 2 and Tier 3 interventions. Academic results will be disaggregated by subgroups at each review cycle to monitor equity and address disparities. BSTA's Plan for Serving Student Needs is directly informed by findings from its Strategic Growth Planning process, which identified the need to strengthen consistency in behavior expectations, expand targeted supports, and improve response time for students with intensive needs, particularly during periods of rapid growth.

Serving Underserved and Educationally Disadvantaged Students

BSTA is committed to identifying and meeting the needs of underserved and educationally disadvantaged students using legally compliant, inclusive, and evidence-based practices. The BSTA-WEST campus projects enrolling approximately 30% economically disadvantaged students in Year 1, growing to 40–45% at full enrollment, with English learners projected to grow from 15% to over 20%.

Students with Disabilities

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BSTA ensures all students with disabilities receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE), in full compliance with the Individuals with Disabilities Education Act (IDEA). Services include:

- The BSTA-WEST campus will employ special education teachers sufficient to maintain a minimum service ratio of 1:15, with school psychologist services contracted based on student needs.
- Established evaluation procedures, including a multi-disciplinary team approach to identification, using multiple data sources (universal screening, classroom performance data, teacher referral, parent input).
- Individualized Education Programs (IEPs) developed collaboratively with families, reviewed at least annually, and monitored through regular data collection on IEP goal progress.
- Instructional accommodations, modifications, and support are consistently implemented across all settings, with compliance monitored through administrative review and documented in BSTA's student information system.

English Learners

BSTA identifies multilingual learners through required language proficiency screenings administered at enrollment (Home Language Survey and WIDA Screener). Students identified as English learners receive:

- Integrated English language development (ELD) instruction delivered within the general education setting by classroom teachers trained in sheltered instruction and scaffolding strategies.
- Designated ELD support from qualified ELL specialists. The BSTA-WEST campus will employ at least 1 ELL specialist in Year 1, increasing to 2 as enrollment grows.
- Language proficiency progress monitored through annual WIDA ACCESS assessment and interim formative language assessments aligned to WIDA Can-Do Descriptors.
- Native language support and assessment tools used where linguistically appropriate to ensure accurate identification and progress monitoring.

All teachers receive professional development in evidence-based strategies for multilingual learners, including academic vocabulary instruction, comprehensible input techniques, and culturally responsive pedagogy. PD is ongoing and differentiated based on classroom observation data and student outcomes.

Economically Disadvantaged Students

BSTA ensures economically disadvantaged students have equitable access to all instructional materials, technology, academic supports, and enrichment opportunities. Specific strategies include:

- Universal access to technology devices, curriculum materials, and STEM project supplies at no cost to families, eliminating financial barriers to full participation in BSTA's instructional model.

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- Proactive identification of economically disadvantaged students through enrollment data (free and reduced-price lunch eligibility, direct certification) and community-level indicators.
- Targeted academic interventions informed by disaggregated data analysis. MTSS Tier 2 and Tier 3 supports are deployed based on student performance data, with economically disadvantaged students monitored as a priority subgroup at every data review cycle.
- Coordination with community resources and social services to address non-academic barriers to learning, including food insecurity, transportation access, and family support needs.
- Family engagement strategies designed to reduce participation barriers, including flexible scheduling of events, provision of meals and childcare at school functions, multilingual communications, and home visits prioritizing economically disadvantaged families.

Equitable and Inclusive Practices

Equity and inclusion are integrated into BSTA's instructional, family engagement, and monitoring systems:

- Family communications are translated into languages represented in the school community (including Spanish), and multiple communication methods are used to ensure accessibility.
- Family engagement events are scheduled at varied times and formats to accommodate diverse work schedules and family needs. Participation data are tracked by subgroup and engagement strategies adjusted based on trends.
- Instructional practices promote inclusive access to rigorous learning experiences. All students participate in project-based learning, the Utah STEM Expo, and enrichment activities. Participation and performance data are reviewed by subgroups to ensure equitable access, and instructional supports are adjusted to remove barriers. In addition, BSTA-WEST will provide free before- and after-school tutoring aligned to identified skill gaps in ELA and mathematics. Tutoring sessions will prioritize educationally disadvantaged students and other subgroups demonstrating below-median growth or proficiency gaps, with participation and progress monitored through interim benchmark data and classroom assessments.
- Culturally responsive teaching practices are embedded in professional development and reinforced through coaching and observation.

BSTA-WEST will implement a structured, schoolwide Positive Behavioral Interventions and Supports (PBIS) framework integrated within the MTSS model. The PBIS framework establishes consistent behavioral expectations across all school settings, provides proactive teaching of expected behaviors, and uses data-driven decision-making to address behavioral needs at every tier.

Key components of the BSTA-WEST behavior support system include:

- **Schoolwide Expectations Matrix:** Clearly defined behavioral expectations (e.g., Be Safe, Be Responsible, Be Respectful) posted and taught across all settings, classrooms,

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hallways, cafeteria, and common areas. Expectations are explicitly taught during the first two weeks of school and reinforced monthly through booster lessons.

- **Tiered Behavioral Supports:** Tier 1 includes universal classroom management strategies and positive reinforcement systems. Tier 2 provides targeted group interventions such as Check-In/Check-Out (CICO) for students requiring additional behavioral support. Tier 3 delivers individualized behavior intervention plans developed collaboratively with families and support staff.
- **Behavioral Data Tracking:** Office discipline referrals, behavioral incident data, and Tier 2/3 intervention records are tracked through BSTA's student information system. Data are reviewed monthly by the PBIS leadership team and semesterly by instructional leadership, with patterns used to adjust supports, refine professional development, and inform climate improvement initiatives.
- **Restorative Practices:** BSTA-WEST will incorporate restorative practices alongside PBIS to emphasize relationship repair, accountability, and community building. Staff will receive training in restorative conferencing and community circles as part of the planning-period MTSS professional development.

This behavior framework directly addresses a finding from BSTA's Strategic Growth Planning process, which identified the need to strengthen consistency in behavior expectations during periods of rapid growth. By establishing the PBIS framework prior to opening, BSTA-WEST will launch coherent behavioral systems from Day 1.

Continuous Review and Improvement

Instructional leadership regularly monitors data related to academic performance, intervention effectiveness, service delivery, and family engagement. Findings are summarized for the governing board's semesterly review, enabling BSTA to promptly adjust strategies to meet evolving student needs. Prior to implementation, finalized documentation will detail staffing allocations, evaluation tools, and language access procedures based on enrollment projections and student demographics.

Beehive's plan for serving student needs is fully integrated with its Project Goals and monitoring framework. Academic supports, inclusive practices, and family engagement strategies are embedded within the same assessment, data review, and governance structures used to track progress toward each SMART goal.

semesterly board oversight, combined with disaggregated data analysis and tiered MTSS interventions, supports ongoing monitoring and timely adjustments to improve outcomes for underserved and educationally disadvantaged students. This approach strengthens accountability and supports equitable implementation across the network. This methodology reinforces a commitment to continuous improvement, strengthens institutional accountability, and supports equitable implementation across the entire network.

Family and Community

Active Family and Community Engagement

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The BSTA-WEST campus will actively engage families and the broader community through structured, ongoing communication and meaningful opportunities for participation. Engagement strategies are aligned with Goal 5 (Family Engagement and Partnership) and designed to build trust, strengthen school-family partnerships, and reinforce shared responsibility for student learning.

Planned engagement activities include:

- **STEM Family Nights** (at least 2 per year): Hands-on STEM activities where families participate alongside students, building understanding of BSTA's instructional model and fostering family involvement in learning.
- **New Family Orientations** (at least 2 per year): Structured sessions introducing BSTA's mission, instructional expectations, assessment systems, and student support services. Sessions will be offered in English and Spanish with interpretation available for additional languages.
- **Annual Utah STEM Expo Showcase:** Families and community members attend student project exhibitions, reinforcing the public accountability and celebration components of BSTA's model.
- **Semester Academic Information Sessions:** Leadership and instructional staff present schoolwide academic progress data, explain assessment results, and share strategies families can use to support learning at home.
- **Monthly Communication:** Families receive regular updates through BSTA's communication platform, including newsletters, academic progress reports, and event information. All communications are provided in English and Spanish.
- **Home Visits:** During the initial implementation year, at least 10% of enrolled students will receive a documented home visit, prioritizing families new to BSTA, educationally disadvantaged students, and students transitioning from other schools. The home visit percentage will increase by 6 percentage points by the end of Year 2.

Inclusive Decision-Making Opportunities

BSTA will ensure families and community members, particularly those from underserved populations, have meaningful opportunities to participate in decisions that shape the school:

- **School Advisory Committee:** BSTA-WEST will establish a Family Advisory Committee within the first semester of operations... meet at least semesterly; membership will intentionally include representation from economically disadvantaged families, multilingual families, and families of students with disabilities.
- **Annual Family Survey:** Administered in English and Spanish (with additional languages as needed), the survey will collect feedback on school climate, communication effectiveness, and family needs. Results will be disaggregated by subgroups and reviewed by leadership to inform continuous improvement.
- **Open Board Meetings:** BSTA's governing board meetings are open to the public, and family input is welcomed during designated public comment periods. Board meeting schedules, agendas, and minutes are posted on the school website.

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- **Multilingual Access:** Translation and interpretation services will be available for all major meetings, events, and communications. BSTA will employ bilingual office staff to facilitate daily communication with Spanish-speaking families.

Pre-Planning Engagement and Community Buy-In

Sustained Enrollment Demand Exceeding Capacity

Pre-planning engagement focused on gathering family and community input to inform the BSTA-WEST replication design, outreach strategy, and student support priorities. Evidence of demand (regional demographics, waitlists, and district transition dynamics) is summarized in the Community Support and Demand section and documented in the BSTA Saratoga Springs Market Analysis. Activities include:

Community Information Sessions

BSTA conducted a series of community information sessions to introduce the BSTA-WEST replication concept to families in the Saratoga Springs service area and gather input on program design, enrollment interest, and family priorities. These sessions served as the primary in-person channel for community engagement during the pre-planning phase.

Between Dec 2025 and Feb 2026, BSTA conducted five in-person information sessions (weekday evening and Saturday options) with bilingual staffing and English/Spanish materials, and administered an English/Spanish interest survey. Key themes, STEM demand, transportation accessibility, and service-system readiness for multilingual learners and students with disabilities, informed grade configuration, transportation plan design, multilingual outreach, and staffing planning.

Across these engagement activities and stakeholder conversations (including authorizer and growth-partner input), consistent themes emerged: high demand for a rigorous STEM-focused model, transportation accessibility as an enrollment barrier, and the need for strong systems to support multilingual learners and students with disabilities. These findings directly informed BSTA-WEST's phased grade configuration (K–7 expanding to K–9), transportation plan design, multilingual outreach strategy, and staffing plan for special education and English learner services. The emphasis on multilingual outreach and transportation support for underserved families, the MTSS and PBIS behavioral framework to be established prior to campus opening, the staffing plan for special education and ELL services, and the decision to locate the campus in the Saratoga Springs area are based on the concentration of family demand and the anticipated impact of the Alpine School District dissolution.

Equitable Recruitment, Enrollment, and Retention Practices

BSTA's recruitment, admissions, enrollment, and retention practices are designed to be transparent, equitable, and compliant with state and federal requirements:

- **Multilingual outreach:** Enrollment materials and events in English and Spanish; interpretation for additional languages as needed.
- **Accessible enrollment:** Online; in-person and phone support with bilingual office staff.

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- **Targeted community-based recruitment:** Partnerships with local organizations, childcare providers, and community hubs to reach families not connected to typical school marketing channels.
- **Inclusive enrollment support:** Clear, proactive communication to families of students with disabilities and English learners about available services and supports.
- **Retention monitoring:** Monitored semesterly by subgroup, with follow-up actions documented when disproportionate attrition is detected.

Community Support

Projected Enrollment and Evidence of Demand

BSTA-WEST is projected to enroll approximately 400 students in grades K–7 in Year 1 (2027–28), expand to grades K–8 with approximately 500 students in Year 2 (2028–29), and reach approximately 625 students in grades K–9 by Year 3 (2029–30) as cohorts advance. Enrollment projections are based on a comprehensive, multi-factor needs analysis documented in BSTA's December 2025 Saratoga Springs Market Analysis, which incorporates the following demand indicators:

1. **Regional Population Growth:** Saratoga Springs is among the fastest-growing cities in Utah. According to U.S. Census Bureau data, the city's population grew by over 30% between 2020 and 2024, with continued residential development projected through 2030. This growth is generating sustained demand for K–8 school capacity that existing district and charter options cannot fully absorb.
2. **Alpine School District Dissolution:** The Utah Legislature's decision to dissolve the Alpine School District will affect school assignment patterns for thousands of families in the region. BSTA's community engagement identified this transition as a factor driving family interest in high-quality charter school alternatives that offer program stability and academic rigor.
3. **Regional Charter Waitlist Data:** Aggregate charter waitlists reported in the BSTA Saratoga Springs Market Analysis show a combined K–7 waitlist total of 1,832 students across six regional charter schools (Table 2.3.1, p. 27), indicating demand exceeds current charter seat capacity in the Saratoga Springs service area. The Year 1 enrollment target of 400 students represents less than one-quarter of the documented regional charter waitlist demand, reflecting conservative conversion assumptions and reducing overreliance on raw waitlist totals.
4. **BSTA Sandy Campus Demand:** BSTA's existing Sandy campus maintains an active waitlist that includes families residing in the Saratoga Springs and northwest Utah County area, demonstrating cross-community demand for BSTA's STEM-focused educational model.
5. **Projected Demographic Composition:** Based on community-level data and BSTA's historical enrollment patterns, BSTA-WEST anticipates enrolling approximately 30% economically disadvantaged students in Year 1, increasing to 40–45% by full enrollment.

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English learners are projected to grow from 15% to over 20% of enrollment. These projections are consistent with BSTA's demonstrated ability to attract diverse student populations through intentional outreach and program quality.

BSTA’s replication responds to a documented need for strong academic options in the service area. The following table reflects official 2024–25 Utah School Report Card data for BSTA’s Sandy campus compared to statewide averages.

Metric	BSTA Sandy Campus (2024–25)	State Average (2024–25)	BSTA Designation
ELA Proficiency	60.3%	47%	Above State
Math Proficiency	53.9%	31%	Above State
Science Proficiency	49.4%	38%	Above State
ELA Growth (MGP)	55.3	50 (median benchmark)	Above Median
Math Growth (MGP)	43.9	50 (median benchmark)	Below Median
Science Growth (MGP)	50.4	50 (median benchmark)	At/Above Median

BSTA’s 2024–25 results demonstrate performance above statewide averages in English Language Arts and mathematics proficiency, with science proficiency also exceeding the state benchmark. Growth metrics reflect ELA performance above the statewide median benchmark of 50 and science growth at or slightly above the benchmark. While mathematics growth dipped below the median benchmark in 2024–25, proficiency remains above statewide averages, and targeted instructional adjustments have been incorporated into the replication design to strengthen mathematics growth at the BSTA-WEST campus.

These results reflect the school’s capacity to produce sustained academic outcomes while using data to drive instructional refinement, reinforcing the feasibility of achieving the SMART goals outlined in this application.

Alignment to Local Needs and Community Assets

The design of BSTA-WEST reflects the specific needs of students and families in the Saratoga Springs region. Community engagement conducted during the planning phase identified demand for rigorous STEM programming, clear academic pathways, and stability during district reorganization. These findings directly informed decisions related to grade configuration, instructional focus, enrollment pacing, and student support services.

BSTA will leverage established partners and sector supports, including the Utah STEM Action Center, Charter School Growth Fund, UAPCS, Diverse Charter Schools Coalition, National Coalition of STEM Schools, and regional higher-education institutions such as Salt Lake Community College (SLCC), Utah Valley University (UVU), and Southern Utah University (SUU), to support replication planning, educator development, and postsecondary pathway alignment.

Location and Access for Targeted Populations

The Saratoga Springs campus location was selected to maximize accessibility for families in a rapidly growing, underserved region. The site is situated to serve families across the local attendance area and surrounding communities. Transportation planning is designed to reduce

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barriers related to geography and mobility. BSTA's location strategy, combined with intentional outreach to economically disadvantaged families, multilingual households, and families navigating the Alpine School District transition, ensures that the BSTA-WEST campus will be accessible to the families and communities it is designed to serve.

Transportation Plan

BSTA is committed to ensuring transportation is not a barrier to enrollment or attendance at the BSTA-WEST campus. In accordance with Utah law, which does not require or fund student transportation for charter schools, BSTA will present a Student Transportation Policy for governing board adoption on March 14, 2026, establishing a structured, multi-modal approach to access and accommodations.

BSTA's transportation model comprises four components: proximity-aware site selection, safe walking and biking routes, facilitated carpooling, and public transportation support.

1. Proximity-Aware Site Selection

Final site selection for the BSTA-WEST campus prioritizes location within or adjacent to population-dense residential areas in the Saratoga Springs service zone. Key criteria include:

- Proximity to the highest concentration of families within the enrollment zone, minimizing average commute distance.
- Access to established pedestrian and bicycle infrastructure, including sidewalks, crosswalks, controlled intersections, and bike lanes.
- Proximity to existing or planned Utah Transit Authority (UTA) routes and transit stops.
- Safety considerations including traffic patterns, speed limits, school zone signage, and lighting.

Upon site confirmation, BSTA will conduct and document a formal walkability and access assessment of surrounding neighborhoods within a one-mile radius, including demographic analysis to verify equitable access for economically disadvantaged and underserved populations. Walk zone data will be published on the school website and included in enrollment materials.

2. Safe Walking and Biking Routes

BSTA will develop and maintain a Safe Route Plan identifying the safest pedestrian and bicycle paths to the campus. The plan will include:

- Mapped walking and biking routes with clearly marked crosswalks, signalized intersections, and designated school crossing zones.
- Coordination with local municipal authorities to request crossing guards, signage, and traffic calming measures as needed.
- Distribution of Safe Route maps to all enrolled families in English and Spanish, posted on the school website and included in enrollment packets.
- Annual review and update of the Safe Route Plan based on enrollment patterns, infrastructure changes, and family feedback.

3. Facilitated Carpooling Program

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BSTA will designate staff who will administer a facilitated carpooling program designed to connect families and reduce transportation barriers:

- Maintain a secure, opt-in database of families interested in shared transportation arrangements, organized by neighborhood and school schedule.
- Connect families with potential carpool partners based on geographic proximity and schedule compatibility.
- Provide families with resources on carpool safety, best practices, and liability considerations.
- Monitor program utilization and adjust matching procedures based on enrollment growth and geographic distribution.

The carpool program is particularly designed to support families who live outside the walk zone and do not have access to public transit, reducing isolation and financial burden.

4. Public Transportation Support

BSTA will provide subsidized public transportation passes to students who rely on UTA bus or transit service to access the campus:

- Transit passes will be provided at no cost or reduced cost to eligible students, with priority given to economically disadvantaged families and students who reside outside the walk zone.
- BSTA will coordinate with UTA to identify the nearest transit routes and stops, and will publish family-friendly transit guides (including schedules, route maps, and walking directions from stops to campus) in English and Spanish.

5. Extracurricular and Field Trip Transportation

For school-sponsored events, athletic competitions, and educational field trips, BSTA will contract with licensed, insured, and vetted third-party transportation providers. All contracted providers must meet federal and state safety regulations, including driver background checks, vehicle safety inspections, and appropriate insurance coverage.

6. Equitable Access and Individualized Accommodations

BSTA's Student Transportation Policy includes an explicit Assurance of Equitable Access: if a student's socioeconomic status or disability creates a transportation barrier that would prevent enrollment or regular attendance, the school administration will work individually with the family to identify reasonable accommodations or alternative resources. This may include:

- Coordination with community organizations or social service agencies that provide transportation assistance.

7. Compliance and Monitoring

The School Director and Operations Manager are responsible for reviewing the Safe Route Plan, managing the carpool and transit pass programs, and ensuring all transportation-related services comply with applicable state and federal requirements. Transportation access will be monitored through:

- Enrollment and attendance data analyzed by student subgroups (economically disadvantaged, students with disabilities, English learners) to identify access disparities.

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- Annual family survey questions addressing transportation barriers.
- Ongoing review of transportation program utilization (transit passes, and carpool participation).

Findings will inform adjustments to the transportation model and will be reported to the governing board as part of BSTA's operational monitoring.

Lottery Process

Community Notification of Opening and Enrollment Opportunities. Beehive Science & Technology Academy (BSTA) will inform the community of enrollment opportunities through prominent postings on the school website, including the online lottery registration link and enrollment instructions. Outreach efforts will target all segments of the community and use ADA-accessible and multilingual formats as needed. BSTA's recruitment and notification practices are non-discriminatory and ensure all eligible students have an equal opportunity to apply, regardless of race, color, national origin (including English learners), religion, sex, or disability.

BSTA's recruitment strategy intentionally targets all segments of the community, with particular emphasis on reaching families who are economically disadvantaged, multilingual, or historically underrepresented in charter school enrollment. Specific recruitment activities include bilingual direct mailings to residential areas within the enrollment zone, informational presentations at community centers, faith-based organizations, and childcare providers, social media campaigns in English and Spanish, and in-person enrollment assistance for families who need support navigating the application process. BSTA's recruitment materials clearly communicate that the school is free, open to all students, and does not discriminate on any basis prohibited by law.

Lottery Timeline and Recruitment Practices

BSTA follows a consistent annual enrollment timeline:

- **Re-enrollment (current students):** Families submit re-enrollment forms by the November deadline. Timely submissions guarantee admission for the upcoming year.
- **Open Enrollment:** The open enrollment period typically runs from December through early February, ending the day before the lottery.
- **Lottery Timing:** If applications exceed available seats for a grade, BSTA conducts an electronic lottery on a published date in February.

Staff Preference and Percentage Cap for Staff Children. BSTA's enrollment policy gives preference to children of founding members and staff, in accordance with the school's enrollment policy and lottery procedures.

CSP-Required Cap Statement: To maintain open access and minimize relationship-based waivers, BSTA will limit enrollment offers to children of staff members to a small fraction of total annual new-seat offers. This cap will be set at a level consistent with federal CSP open-enrollment expectations and will be formally adopted by the governing board prior to the first enrollment cycle. Any offers extended under this provision require formal administrative documentation and governing board acknowledgment.

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Lottery Procedures and Statistical Randomness. BSTA uses Lotterease, a third-party online system, to conduct the lottery. Families register online through a provided link. Lotterease ensures a statistically random selection process, independent of Beehive, after lawful preferences are applied. Available seats are determined after accounting for returning students. Preferences are applied in order: returning students, eligible categories (children of founding members and staff, then siblings of current students), and then open enrollment applicants.

Allowed Exemptions and Preferences. In accordance with Beehive's published enrollment rules, the following categories receive preference before the general lottery when grades are oversubscribed:

1. Currently enrolled students (timely re-enrollment).
2. Children of board members and staff of the school (as defined in BSTA policy).
3. Siblings of students currently enrolled (sibling preference).

BSTA does not currently use a weighted lottery. Any future weighted lottery would be publicly documented, board-approved, and aligned to Utah Code §53G-6-502(8) and CSP requirements prior to implementation.

Waitlist Management and Seat Offers. Students not selected in the lottery are placed on a waitlist. Lotterease provides families with updated notifications as waitlist positions change. When a seat becomes available, it is offered to the next eligible student on the waitlist. If a family declines, the student is removed and the seat is offered to the next student.

Post-Lottery Enrollment Process. After selection, families receive an automated email and have four calendar days to accept or decline the offer. Accepted offers require completion of online registration through Infinite Campus within four calendar days. If registration is not completed within this period, enrollment is terminated and the seat is offered to the next student on the waitlist.

- BSTA continues to accept applications after the open enrollment deadline if seats remain available. Selected families must submit required registration materials and fees by the specified date, or the seat will be offered to the next student on the waitlist.
- BSTA closes enrollment by September 1 for the current academic year. Waitlists do not carry over to the following year, and applicants must reapply annually if not admitted.

Governance, Autonomy & Project Administration

Governing Board Composition, Roles, and Capacity

Beehive Science and Technology Academy is governed by an independent, volunteer Board of Directors responsible for fiduciary oversight, regulatory compliance, and holding school leadership accountable for academic, financial, and operational results. Board oversight of this replication is aligned to Beehive's Strategic Growth Plan and includes routine review of performance indicators, grant milestones, and budget-to-actual reports.

Current Board Roster and Officer Roles:

- **Tarik Guney** (Board Chair/President) — Software engineering leadership; STEM workforce advocacy — tarik.guney@beehiveacademy.org

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- **Davron Mukhabbatov** (Treasurer) — Finance and budget oversight — davron.mukhabbatov@beehiveacademy.org
- **Marci Houseman** (Secretary) — K–12 educator and school leadership experience — marci.houseman@beehiveacademy.org
- **Sahana Kargi** (Board Member) — Data science/mathematics pipeline; alumni voice — sahana.kargi@beehiveacademy.org
- **Dr. Ahmet Yavuz** (Board Member) — STEM instruction and data science; former educator — ahmet.yavuz@beehiveacademy.org

The board maintains required training logs and operates under formally adopted Board Rules of Governance that are publicly posted and included in the application package. Prior to the CSP award period, board members will complete federal grant compliance training (allowable costs under 2 CFR 200, procurement, conflicts of interest, and grant reporting), with additional grant-specific fiscal monitoring training for the Treasurer and Finance Committee.

Partner Organizations and Administrative Control

Beehive does not engage a Charter Management Organization (CMO) or Educational Service Provider (ESP) for overall school management. External vendors, if used, provide limited, board-approved services (e.g., targeted professional development or technical assistance) under contracts that preserve Beehive’s full administrative control of the school and subgrant.

Beehive retains sole authority over: (1) academic programming and instructional decisions; (2) hiring, evaluation, and supervision of staff; (3) budget development, procurement, and fiscal controls; and (4) enrollment, discipline, and special education services. Required documentation regarding vendor relationships, if applicable, is uploaded to the CSP portal.

- **Project Management and Subgrant Administration**

Primary CSP Point of Contact / Project Director: Cengiz Yanasoglu,
jenghiz.yanasoglu@beehiveacademy.org

The Project Director oversees grant implementation, coordinates activities across teams, tracks milestones, and submits required programmatic reports.

- **Fiscal Lead / Grants Fiscal Manager:** Ram Prasad V. Boppana,
prasad.boppana@beehiveacademy.org

The Fiscal Lead manages CSP financial operations, including coding to the dedicated grant fund, tracking expenditures against approved line items, preparing drawdown documentation, and producing budget-to-actual reports for semesterly board review, in coordination with the accounting team.

Beehive’s Grant Management Roles & Responsibilities template defines supporting roles (procurement, inventory, compliance, data evaluation, technology) and establishes segregation of duties, backup assignments, and internal controls. Grant milestones, responsible parties, and deliverables are managed through a project timeline uploaded to the CSP portal.

Project Monitoring and Reporting

To ensure grant activities are completed on time, within budget, and aligned to approved goals, Beehive will implement the following oversight cadence:

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- **Monthly internal reviews:** Project Director and Fiscal Lead review progress, expenditures, and upcoming milestones; document and address variances.
- **semesterly board reporting:** Academic outcomes (disaggregated by subgroup), budget-to-actuals, milestone progress, and risk mitigation actions.
- **Semi-annual programmatic reporting:** Reports to UAPCS on SMART goal progress and implementation status.
Annual independent audit: Annual financial audit includes review of CSP expenditures and federal compliance.
- **Document retention:** Grant records will be retained for the required retention period after closeout, consistent with applicable federal requirements.

Proposed Project Timeline — Key Milestones

- Award + months 1–3: site finalized; facilities due diligence initiated.
- Months 3–8: procurement for FF&E/technology/curriculum; recruit/hire campus leadership.
- Months 6–12: planning-period onboarding and model-alignment PD; facilities outfitting completed.
- Month 12: lottery conducted; class rosters finalized.
- Month 14 (Aug 2027): campus opens; implementation-phase coaching/data cycles begin.
- Month 26 (June 2028): Year 1 outcome review and Year 2 adjustments; grant closeout preparation begins.

Relationship with the Authorizer

Beehive operates under a charter agreement with its authorized public chartering agency. The authorizer provides oversight consistent with Utah law and the charter contract, including:

- Review of academic, financial, and operational performance
- Compliance monitoring and required reporting
- Review and approval of charter amendments
- Charter accountability determinations

The current charter agreement and most recent authorizer standing are included in the CSP application. Beehive manages daily operations, while the authorizer ensures public accountability.

Autonomy and Flexibility under ESEA § 4310(2)

Beehive’s governance and operations align with the definition of a charter school under ESEA § 4310(2). Beehive exercises autonomy over curriculum, instructional design, staffing, scheduling, and budgeting, while remaining accountable for student outcomes and compliance through its charter contract and the state accountability system.

This autonomy enables BSTA-WEST to make timely staffing, curriculum, assessment, and intervention decisions that preserve fidelity to the Beehive instructional model and allow rapid instructional adjustment based on student performance data.

Quality Controls, Accountability, and Renewal

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Quality controls between BSTA and its authorizer are established through the charter contract and performance framework. The following accountability measures govern BSTA's operations and the replicated campus:

- **Academic accountability:** Student academic performance, as measured through the Utah state accountability system (including proficiency rates, median growth percentiles, and school report card scores), is a primary factor in charter renewal decisions. BSTA targets achieving school report card scores at or above the state average within Year 2 of the replicated campus's operation.
- **Financial accountability:** BSTA undergoes annual independent financial audits. Audit reports for the past three fiscal years are available and demonstrate clean opinions with no material findings. The governing board's Finance Committee reviews monthly financial statements and semesterly budget-to-actual reports.
- **Operational accountability:** The authorizer conducts periodic compliance reviews covering governance, enrollment, special education, ELL services, and facilities safety. BSTA maintains documented policies and procedures for all operational areas and responds to all authorizer requests within required timelines.
- **Authorizer Authority and Corrective Action:** In accordance with Utah charter law and the charter contract, the authorizer and State Educational Agency maintain authority to impose formal warning, corrective action, probation, or revocation if the school demonstrates:
 - Persistent academic underperformance
 - Financial mismanagement or material audit findings
 - Governance or structural deficiencies
 - Operational failures that jeopardize student safety or program integrity

BSTA's internal controls, board oversight, and regular performance monitoring ensure ongoing alignment with these accountability expectations and position the replicated campus for successful charter review.

Beehive's governance and project administration structures form the foundation for achieving Project Goals. Board oversight ensures academic growth, equity commitments, and fiscal integrity remain central to decision-making. Dedicated project management and fiscal roles ensure CSP activities are completed on time, within budget, and in line with approved objectives. By combining operational autonomy with rigorous quality controls through the charter contract and state accountability system, Beehive demonstrates that governance, budgeting, and student outcomes are closely aligned and mutually reinforcing.

Financial Management

BSTA requests \$2,000,000 in Charter Schools Program (CSP) funding to support the replication of its Platinum STEM-designated K–8 model at a new campus (BSTA-WEST) in Saratoga Springs, Utah. Approximately \$1,599,020 is allocated to the planning phase and \$400,980 to the implementation phase. All planned expenditures are one-time, non-sustained startup costs

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aligned with BSTA's project goals and the UCSP Allowable Cost Guide (Spring 2025).

Expenditures are coded by phase and objective to the Utah Chart of Accounts and comply with 2 CFR 200 (Uniform Guidance).

Each budget line item in the submitted workbook is tagged to the corresponding SMART goal and objective to ensure traceable alignment between fiscal investment and measurable outcomes.

Planning Phase Expenditures (approximately \$1,599,020)

Furniture, Fixtures, and Equipment (\$441,138; Object Code 730–739)

The replicated campus requires complete outfitting for a K–8 facility. The replicated campus requires one-time outfitting for approximately 24 instructional classrooms and eight specialty/support spaces (e.g., STEM lab/makerspace, library/media center, art/music rooms, counseling and administrative offices). FF&E procurement includes student/teacher workstations, seating, storage, instructional display surfaces, and specialized classroom furnishings necessary for safe operation and full instructional functionality from Day 1. All items are one-time, non-recurring purchases procured through competitive pricing and aligned to Goals 1–4.

Technology and Digital Infrastructure (\$775,027; Object Codes 650, 670, 734, 350)

Technology is central to BSTA's STEM-integrated instructional model. Planned purchases include (1) staff instructional devices and administrative workstations, (2) student devices to support 1:1 access and STEM coursework, (3) networking and classroom presentation infrastructure, (4) safety/security and communications systems, and (5) startup software licensing for assessment, instruction, and operations. Procurement quantities and unit costs are detailed in the submitted budget workbook.

All technology purchases are one-time startup costs. Ongoing maintenance, replacement, and licensing will be funded through BSTA's operating budget. This expenditure supports Goals 1–3 by enabling technology-rich, data-driven instruction and hands-on STEM learning.

Curriculum and Instructional Materials (\$143,023; Object Codes 641, 642)

Standards-aligned instructional materials for all core subjects (ELA, mathematics, science) and specialized STEM coursework across grades K–8. Includes core curricular programs, supplemental intervention materials, assessment resources (including Acadience Reading licenses), and classroom libraries. All curricula selected through structured adoption aligned with Utah Core Standards. Supports Goals 1–3.

Professional Development (\$17,000; Object Code 330)

CSP-funded professional development totals \$17,000 and is distributed across the planning and implementation phases to support a high-fidelity launch. Of this amount, \$7,000 is allocated during the planning phase to support onboarding and readiness activities, and \$10,000 is allocated during the implementation phase to support Year 1 instructional delivery and teacher certification training aligned to BSTA's applied STEM pathway. All phase allocations are detailed in the submitted budget workbook and are limited-duration startup costs.

Marketing and Recruitment (\$60,000; Object Code 540)

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CSP funds include \$60,000 during the planning phase to support comprehensive startup marketing and recruitment efforts necessary to achieve projected Year 1 enrollment of 400 students and to ensure equitable access for families across the Saratoga Springs service area. These expenditures are one-time, pre-opening costs aligned to SMART Goal 5 (Family Engagement and Partnership) and the campus growth plan.

BSTA-WEST's enrollment projections are grounded in documented regional demand, including population growth trends, charter waitlist data, and anticipated enrollment displacement associated with the Alpine School District dissolution. To translate demonstrated demand into confirmed enrollment, the school will implement a structured, multi-channel outreach strategy designed to reach families across socioeconomic, linguistic, and geographic segments of the community.

Personnel — Planning Period (\$217,732; Object Codes 112–184, 210–280)

Partial salaries and benefits for key positions during the pre-opening planning period are essential for campus readiness. An additional \$340,080 in personnel costs is allocated to the implementation phase for positions that span both periods.

Position	Salary	Benefits (13.36%)	Total
Principal	\$80,000	\$10,688	\$90,668
Vice Principal	\$27,071	\$3,617	\$30,688
Teacher	—	—	—
HR/Accounting	\$40,000	\$5,344	\$45,344
IT Manager	\$25,000	\$3,340	\$28,340
Instructional Coach (PT)	\$20,000	\$2,672	\$22,672
Planning Personnel Total	\$192,071	\$25,661	\$217,732

All planning-period personnel costs are non-recurring. Compensation rates are based on BSTA's existing salary schedules and consistent with rates for comparable positions in the Utah charter school sector. Personnel will transition to enrollment-based funding once the campus opens.

Implementation Phase Expenditures (approximately \$400,980)

Implementation-phase funds support final startup activities during the first year of campus operations. All expenditures are one-time or limited-duration costs designed to stabilize launch, support enrollment growth, and ensure instructional continuity without creating recurring financial obligations.

Implementation-Phase Personnel (\$340,080; Object Codes 121, 131, 151, 184, 220)

Implementation-phase personnel costs provide limited-duration bridge funding to ensure continuity of leadership, instructional delivery, and operational stabilization during the initial launch year. These positions began during the planning period and continue into implementation to support fidelity to the approved project design and ensure seamless transition to enrollment-based funding.

Position	Salary	Benefits (13.36%)	Total
Principal	\$50,000	\$6,680	\$56,680

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Vice Principal	\$40,000	\$5,344	\$45,344
Teachers (SPED, ELL, Para, Instruction)	\$200,000	\$26,720	\$226,720
HR/Accounting	—	—	—
IT Manager	—	—	—
Instructional Coach (PT)	\$10,000	\$1,336	\$11,336
Implementation Personnel Total	\$300,000	\$40,080	\$340,080

Allowability and Waiver Justification

BSTA received confirmation that, pursuant to a waiver granted by the U.S. Department of Education, CSP subrecipients may use grant funds for sustained costs during the implementation period, provided:

1. The grant project is implemented with fidelity to the approved application; and
2. The charter school demonstrates financial sustainability following the grant period.

This waiver removes the prior limitation restricting salary support to the planning period only.

Accordingly, implementation-phase personnel costs are allowable when tied directly to approved project activities and supported by a documented sustainability transition plan.

The positions funded during implementation are directly aligned to project goals:

- Principal and Vice Principal: instructional leadership, implementation oversight, staff supervision, data review cycles, and family engagement systems.
- Teachers: bridge funding to ensure instructional staffing stability during enrollment ramp-up.
- Instructional Coach: implementation fidelity, professional development delivery, and coaching cycles supporting Goals 1–4.

Sustainability Transition Plan

CSP funds will support 50% of the listed implementation salaries during the approved implementation period. As enrollment increases and state/local per-pupil revenue stabilizes, these positions transition fully to enrollment-based operating funds.

The multi-year financial forecast demonstrates that by FY30 (625 students), the campus generates:

- \$8,782,789 total revenue
- \$8,050,554 state revenue

These revenues fully sustain ongoing staffing costs without grant dependency.

CSP funds do not create permanent obligations. Salary support during implementation functions as structured bridge funding to ensure instructional continuity while enrollment-based revenue matures.

Implementation-Phase Technology (\$47,900; Object Codes 650, 734)

Implementation-phase technology expenditures support enrollment growth and instructional continuity during Year 1 operations. These funds provide additional student and staff devices necessary to maintain 1:1 instructional access and support new teaching positions as enrollment

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scales from 400 to 500 students. All quantities and unit costs are detailed in the submitted budget workbook and align to enrollment projections.

Implementation-Phase Professional Development (\$10,000; Object Code 330)

Implementation-phase professional development funds support Year 1 instructional delivery and implementation fidelity. These funds include continued campus launch workshops, coaching support, and teacher certification activities necessary to implement BSTA's STEM-integrated instructional model with fidelity. Phase allocations are detailed in the submitted budget workbook.

Implementation Phase Summary

Category	Amount
Personnel — Salaries & Benefits	\$340,080
Technology & Digital Infrastructure	\$47,900
Professional Development	\$10,000
Financial Audit	\$6,000
Implementation Phase Total	\$400,980

All implementation-phase costs are one-time or limited-duration expenditures. No recurring operational costs are funded through the implementation phase.

Planning vs. Implementation Phase Summary

Category	Planning Phase	Implementation Phase	Total
Furniture, Fixtures & Equipment	\$441,138	—	\$441,138
Technology & Digital Infrastructure	\$727,127	\$47,900	\$775,027
Curriculum & Instructional Materials	\$143,023	—	\$143,023
Professional Development	\$7,000	\$10,000	\$17,000
Financial Audit	—	\$6,000	\$6,000
Marketing & Recruitment	\$60,000	—	\$60,000
Personnel — Salaries & Benefits	\$217,732	\$340,080	\$557,812
Planning vs. Implementation Phase Total	\$1,599,020	\$400,980	\$2,000,000

Planning and Implementation designations reflect project phase categories rather than fiscal-year expenditures. The multi-year financial forecast reflects cash flow timing and may not align one-to-one with phase totals.

Accountability for Funds

BSTA will ensure full accountability for CSP funds through the following controls:

- **Dedicated grant fund:** All CSP expenditures will be coded to a dedicated grant fund in BSTA's accounting system, separate from general operating funds, enabling clear tracking, reporting, and audit review.

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- **Segregation of duties:** Authorization, procurement, receipt, and payment functions are assigned to separate individuals. The Fiscal Lead manages day-to-day financial operations; the Project Director authorizes expenditures; the governing board approves the budget and reviews semesterly reports.
- **Procurement procedures:** All purchases over \$10,000 will follow documented competitive pricing procedures. Purchases over \$250,000 will follow formal bid requirements consistent with 2 CFR 200.320. Procurement documentation will be maintained for audit review.
- **Monthly reconciliation:** The Fiscal Lead and Project Director will conduct monthly reconciliation of grant expenditures against the approved budget, reviewing all transactions for allowability, allocability, and reasonableness.
- **semesterly board reporting:** Budget-to-actual reports will be presented to the governing board's Finance Committee semesterly, with variance explanations and corrective action plans as needed.
- **Annual independent audit:** BSTA's annual financial audit, conducted by a qualified independent CPA firm, will include a dedicated review of CSP grant expenditures and compliance with federal cost principles under 2 CFR 200.
- **Document retention:** All grant-related records will be maintained for a minimum of three years following grant closeout.

Post-Grant Sustainability

Following the CSP project period, the BSTA-WEST campus will be sustained entirely through ongoing state and local per-pupil revenue, consistent with BSTA's established financial model:

- **Per-pupil revenue:** At projected full enrollment of 625 students, the submitted multi-year forecast projects \$8,782,789 in total recurring operating revenue in FY30 (Year 3), sufficient to cover all ongoing staffing, instructional, and operational costs without grant dependence. State revenue alone is projected at \$8,050,554 at full enrollment. Sustainability assumptions and revenue growth rates follow the inflator assumptions documented in the forecast.
- **No recurring grant-funded costs:** CSP funds are limited to one-time or limited-duration startup investments. No ongoing positions, program costs, or operational expenses are sustained through the grant. Personnel costs transition to enrollment-based funding during the launch period as recurring revenues stabilize.
- **Network efficiencies:** BSTA's multi-campus structure enables shared services (accounting, HR, IT support, procurement) that reduce per-campus administrative costs and support financial sustainability.
- **20-year track record:** BSTA's Sandy campus has operated for 20 years with consistent financial stability, clean annual audits, and responsible fiscal management. This operational history demonstrates the organizational capacity to sustain a multi-campus operation.

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- **Conservative budgeting:** BSTA's financial projections are based on conservative enrollment assumptions (below maximum authorized capacity) to ensure sustainability even if enrollment growth is slower than projected.
- **Governing board oversight:** The board's Finance Committee provides ongoing fiscal oversight, reviewing financial statements monthly and approving annual budgets that ensure long-term viability.

Long-term sustainability will be supported through (1) enrollment stabilization at projected capacity, (2) staffing ratios aligned to projected ADM revenue, and (3) integration of recurring instructional and technology costs into the general operating budget by Year 3.

Competitive Preferences

Innovative Model

BSTA's replication brings a differentiated, Platinum STEM-designated instructional model to a community that currently lacks a comparable option. While STEM-focused programming exists in other Utah charter and district schools, BSTA's model is distinctive in several respects:

- **Interdisciplinary STEM integration across all core subjects (K–9):** Rather than offering STEM as a standalone elective or enrichment activity, BSTA embeds engineering, computer science, mathematics, and health science applications within every core content area, every day. This approach ensures all students, including economically disadvantaged students, English learners, and students with disabilities, engage with STEM concepts as part of their foundational academic experience.
- **Public exhibition and accountability model:** Every BSTA student participates in the annual Utah STEM Expo, designing, building, and publicly presenting original STEM projects evaluated by community judges using standards-aligned rubrics. This exhibition model builds communication skills, promotes authentic assessment, and creates visible accountability for student learning.
- **Platinum STEM School designation:** BSTA is one of a limited number of schools in Utah to hold the Platinum-level STEM School designation from the Utah STEM Action Center, the highest recognition available, reflecting sustained, schoolwide STEM implementation and student outcomes.
- **20-year track record with demonstrated outcomes:** BSTA's instructional model is not theoretical. The Sandy campus has operated for 20 years, producing sustained academic performance aligned to Utah's accountability framework. According to the 2024–25 Utah School Report Card, the Sandy campus achieved proficiency rates of 60.3% in English Language Arts, 53.9% in mathematics, and 49.4% in science, with achievement ratings designated as Commendable. Growth metrics for 2024–25 reflect 55.3% in ELA (Average), 43.9% in mathematics (Low), and 50.4% in science (Average), with Growth of the Lowest 25% at 60.5% (Average).
- These results demonstrate consistent instructional performance above statewide averages in multiple content areas and provide a documented evidence base supporting BSTA's

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capacity to replicate its model with fidelity. This longitudinal record distinguishes BSTA's replication from new-model startups and supports the feasibility of achieving the SMART goals outlined in this application.

The replication of this model in a new, underserved community represents innovation in the form of expanding proven, high-quality options to students who currently lack access, directly aligned with CSP priorities.

Charter School / Traditional Public School Collaboration

BSTA is committed to fostering constructive relationships with traditional public school districts and neighboring charter schools serving the Saratoga Springs area. In light of the ongoing dissolution of the Alpine School District, BSTA recognizes that transitional periods present opportunities for dialogue, coordination, and shared learning where mutually beneficial. During the planning period, BSTA will initiate outreach to successor district leadership and neighboring public schools to explore areas of voluntary collaboration. Any collaborative activities will be developed in good faith and formalized only if mutually agreed upon by participating entities. Potential areas of collaboration may include:

Professional Learning Exchange

BSTA will extend invitations to district and charter educators to participate in select STEM pedagogy workshops and project-based learning sessions. Likewise, BSTA educators may participate in district-offered professional development opportunities when available and aligned to school priorities. Participation in such exchanges will be voluntary and subject to capacity and scheduling feasibility for both parties.

Special Education Service Coordination

Where appropriate and mutually agreeable, BSTA may explore shared-service opportunities for low-incidence special education supports (e.g., speech-language pathology, occupational therapy, school psychology). Any such arrangements would be governed by formal agreements and implemented only if they enhance service quality and fiscal efficiency for participating organizations. BSTA retains full responsibility for ensuring compliance with IDEA and provision of required services regardless of external partnership participation.

English Learner Collaboration

BSTA will seek opportunities to coordinate with local education agencies on English learner identification, assessment training (e.g., WIDA), and family engagement initiatives. Collaborative efforts may include shared training sessions or resource development when feasible. All EL compliance, services, and accountability remain the sole responsibility of BSTA.

Utah STEM Expo Engagement

BSTA will continue to invite district and charter schools to attend or participate in the annual Utah STEM Expo, providing an opportunity to observe exhibition-based assessment practices and expand STEM learning opportunities across the broader community.

BSTA's collaborative orientation is evidenced by its ongoing engagement with the Utah Association of Public Charter Schools, the State Charter School Board, and community-facing events that extend beyond its enrolled population. While BSTA will actively pursue cooperative

Application Narrative

relationships, the implementation and success of the BSTA-WEST campus does not depend on external district participation. All core academic, compliance, and operational systems are fully self-sustaining within BSTA's governance and administrative structure.

Educator and Community Engagement

BSTA demonstrates commitment to educator and community engagement through:

- **Educator engagement:** BSTA demonstrates strong staff stability across instructional and administrative roles. Based on full-time personnel data, the overall staff retention rate was 86.57% from 2023–24 to 2024–25 and 83.33% from 2024–25 to 2025–26. Teacher retention rates were 84.48% and 81.97% across the same respective periods, while administrative retention remained particularly strong at 100% from 2023–24 to 2024–25 and 90.91% from 2024–25 to 2025–26.

These retention rates reflect a stable professional environment supported by structured mentoring, job-embedded professional development, collaborative planning time, and clearly defined pathways for instructional leadership. The consistency of administrative leadership further strengthens organizational continuity, implementation fidelity, and strategic alignment during periods of growth and replication.

BSTA's retention trends indicate sustained educator engagement and leadership stability, both of which are critical to maintaining instructional quality and ensuring successful replication of the Beehive model at the BSTA-WEST campus.

- **Community engagement:** Pre-planning community sessions, ongoing family engagement events, multilingual outreach, and partnerships with community organizations (see Family and Community Involvement section). BSTA's engagement model is designed to build long-term community trust and shared ownership of the school's success.

BSTA's staffing stability and educator development systems (coaching cycles, PLC structures, and leadership pathways) support retention and consistent instructional implementation across campuses; detailed HR metrics are maintained internally and can be provided during monitoring or interview.

Budget Narrative

Beehive Science & Technology Academy – West (BSTA-West) Charter Schools Program Replication Request – \$2,000,000

Beehive Science & Technology Academy (BSTA) is a Platinum STEM-designated public charter school with a 20-year record of academic performance, interdisciplinary instruction, and operational stability. This \$2,000,000 Charter Schools Program (CSP) request supports the disciplined replication of BSTA's proven instructional model at a new campus in Saratoga Springs (BSTA-West). The proposed budget represents a time-bound launch investment designed to ensure implementation fidelity, academic rigor, and long-term fiscal sustainability.

This is not a request for general operating support. All expenditures are one-time startup investments or short-term bridge costs necessary to stabilize implementation during enrollment ramp-up. No ongoing structural obligations are created by this grant.

Alignment of Budget to Project Goals

The budget directly supports five measurable project goals:

- **Goal 1:** $\geq 2\%$ above state subgroup Median Growth Percentile (MGP) in ELA
- **Goal 2:** $\geq 2\%$ above state MGP in Math
- **Goal 3:** 85% interdisciplinary STEM project completion
- **Goal 4:** 80% of staff complete 30 hours of professional development annually
- **Goal 5:** 400 students enrolled in Year 1 with 40% family participation

Each major expenditure category is intentionally aligned to one or more of these outcomes.

Instructional Environment & Campus Readiness

Startup investments in classroom furnishings, specialized lab equipment, and instructional infrastructure ensure that all learning spaces are fully operational on Day 1. These durable assets support standards-aligned instruction (ELA and Math growth), interdisciplinary STEM implementation, and safe, organized campus operations that promote enrollment stability. These are capital startup costs and do not create recurring grant dependency.

Technology & Digital Infrastructure

Technology is foundational to BSTA's instructional model. The budget includes student 1:1 device deployment, teacher instructional hardware, secure network systems, classroom presentation equipment, STEM-aligned hardware, and learning management and assessment platforms.

These systems enable:

- Growth tracking aligned to Utah's accountability framework (Goals 1 & 2)
- Implementation of interdisciplinary STEM projects (Goal 3)
- Professional development tracking and instructional coaching systems (Goal 4)
- Secure communications and operational continuity (Goal 5)

Budget Narrative

All hardware purchases are long-term assets. Ongoing licensing and replacement cycles transition to operational funding once enrollment stabilizes.

Curriculum & Instructional Materials

Funds support replication of the same standards-aligned curriculum used at the existing campus, including core ELA, mathematics, STEM-integrated coursework, intervention materials, and diagnostic assessments. These expenditures directly support measurable academic growth and interdisciplinary implementation. This is replication of a proven framework, not exploratory adoption.

Professional Development & Coaching

Planning and implementation funds support staff onboarding, instructional coaching, and STEM-aligned training. This investment ensures implementation fidelity and supports the target of at least 80% of staff completing 30 hours of aligned professional learning annually.

Marketing & Enrollment Stabilization

Targeted marketing and multilingual outreach activities ensure that regional demand converts to confirmed enrollment. These startup activities directly support the Year 1 enrollment target of 400 students and sustained family participation.

Planning & Implementation Personnel (Bridge Funding)

Limited-duration personnel funding supports leadership, instructional alignment, IT deployment, and administrative setup during the launch period. These roles ensure operational readiness and protect instructional continuity as enrollment ramps up.

Personnel bridge funding supports:

- Academic model fidelity (Goals 1–3)
- Professional development oversight (Goal 4)
- Enrollment and family engagement systems (Goal 5)

As enrollment increases and state revenue stabilizes, all positions transition fully to recurring funding sources.

Audit & Fiscal Oversight

An independent financial audit of CSP expenditures ensures compliance with federal requirements and reinforces BSTA's established record of fiscal stewardship.

Necessity, Allowability, Reasonableness, and Allocability

All expenditures comply with 2 CFR Part 200 requirements:

- **Necessary:** Directly support implementation of approved academic goals.
- **Allowable:** Restricted to startup infrastructure and time-limited bridge funding.
- **Reasonable:** Based on projected enrollment, facility needs, and market pricing.
- **Allocable:** Each expenditure is directly tied to one or more project objectives.

CSP funds are not used to subsidize ongoing operational deficits.

Budget Narrative

Fiscal Sustainability Beyond CSP Funding

CSP funds serve as launch capital, not operational subsidy. Once enrollment stabilizes, recurring state and local revenues fully sustain staffing, instructional materials, and ongoing operations. Financial projections demonstrate that, at scale, recurring revenue exceeds projected operating expenses. No ongoing cost remains dependent on CSP funds after the grant period concludes.

Procurement & Compliance

BSTA will comply with all federal and state procurement regulations, including competitive procurement standards under 2 CFR 200.320. Fiscal controls include:

- Segregation of duties
- Competitive bidding procedures
- Board-level financial oversight
- Quarterly financial review
- Annual independent audit
- Proper documentation and record retention

All CSP funds will be maintained within a segregated accounting structure to ensure transparency and audit readiness.

Conclusion

This budget represents a strategic, disciplined investment in replication. It ensures that BSTA-West opens with the infrastructure, staffing stability, instructional systems, and accountability structures necessary to replicate an award-winning, Platinum STEM-designated model with fidelity.

- The planning phase establishes infrastructure.
- The implementation phase stabilizes delivery.
- Recurring public revenue sustains long-term operations.

This approach aligns fiscal responsibility with measurable student outcomes and positions BSTA-West for durable academic success.

Beehive Science and Technology Academy-West

Budget Category	Object Code	Details	Grand total
Personnel	121 Salaries - Principals and Assistants	Principal - Salary (Planning) (New campus principal Planning period \$100K based on Utah charter market (\$98K-\$108K median \$102K) 10 months in planning, 6 months of annual salary for implementation)	\$130,000
Personnel	121 Salaries - Principals and Assistants	Vice Principal - Salary (Planning) (New campus VP Planning period \$80K annual salary 5 months partial financing from csp for planning, 6 months of annual salary for the implementation)	\$67,071
Personnel	131 Salaries - Teachers	Teacher - Salary (New campus Teacher - Salary Implementation period) Teacher Salaries (Implementation) — 8 teachers x 5 months @ \$5,000/mo (annual \$60,000 ÷ 12-month contract) = \$200,000. CSP funds 5 full salary-months per teacher during the implementation period.	\$200,000
Personnel	131 Salaries - Teachers	Instructional Coach - PT Salary (Planning) Curriculum alignment) \$5000/per month, 4 months in planning, 2 months in implementation	\$30,000
Personnel	151 Salaries - Professional Office Personnel	HR Officer - Salary (Planning) part-time, 12-month contract basis. all the money will be utilized during 12 months paying the salaries of HR specialist	\$40,000
Personnel	184 Salaries - Technology Personnel	IT Manager - Salary (Planning) (New campus IT manager Planning period Setup tech infrastructure) 6 months, \$4170 per month	\$25,000
Fringe Benefits	220 Social Security Contributions	Principal - Benefits (13.36%) (Bundled benefits at 13.36% of Principal salary (FICA + Medicare + Retirement + Insurance + Workers Comp))	\$17,368
Fringe Benefits	220 Social Security Contributions	Vice Principal - Benefits (13.36%) (Bundled benefits at 13.36% of Vice Principal salary (FICA + Medicare + Retirement + Insurance + Workers Comp))	\$8,961
Fringe Benefits	220 Social Security Contributions	Teacher - Salary - Benefits (13.36%) (Bundled benefits at 13.36% of Teacher - Salary salary (FICA + Medicare + Retirement + Insurance + Workers Comp))	\$26,720
Fringe Benefits	220 Social Security Contributions	HR Officer - Benefits (13.36%) (Bundled benefits at 13.36% of HR Officer salary (FICA + Medicare + Retirement + Insurance + Workers Comp))	\$5,344
Fringe Benefits	220 Social Security Contributions	IT Manager - Benefits (13.36%) (Bundled benefits at 13.36% of IT Manager salary (FICA + Medicare + Retirement + Insurance + Workers Comp))	\$3,340
Fringe Benefits	220 Social Security Contributions	Instructional Coach - PT - Benefits (13.36%) (Bundled benefits at 13.36% of Instructional Coach - PT salary (FICA + Medicare + Retirement + Insurance + Workers Comp))	\$4,008
Supplies	610 General Supplies	Student Chairs 14"H (K-2) (Poly Chair 14"H 2026 est (\$49.28 x 1.12, rounded) 9 rooms x 25 + 10 SPED = 235)	\$12,925
Supplies	610 General Supplies	Student Chairs 16"H (3-5 + Specials) (Poly Chair 16"H 2026 est (\$55.21 x 1.12, rounded) 9 cls x 25 + CompLab 27 + Art 27 + STEM 27 + ESL 10 + Music 30 + Lib 30 = 376)	\$23,312
Supplies	610 General Supplies	Student Chairs 18"H (6-8) (Poly Chair 18"H 2026 est (\$59.00 x 1.12, rounded) 6 rooms x 25 = 150)	\$9,900

Budget Category	Object Code	Details	Grand total
Supplies	610 General Supplies	Petal Collaborative Student Desks (Petal Collaborative Desk, Laminate Top 2026 est (\$171.05 x 1.12, rounded) 24 cls x 25 + ESL 10 + SPED 10 = 620 (Art, CompLab, STEM, Library excluded))	\$119,040
Supplies	610 General Supplies	Mesh Book Baskets for Desks (Mesh Book Basket for Desk 2026 est (\$22.70 x 1.12, rounded) 24 cls x 25 + ESL 10 + SPED 10 = 620 (Art, CompLab, STEM, Library excluded))	\$15,500
Supplies	610 General Supplies	Clover Activity Tables (K) (Clover Activity Table 48" dia Adj Height 2026 est (\$262.36 x 1.12, rounded) 4 per K classroom x 3 rooms)	\$3,528
Supplies	610 General Supplies	Heavy Duty Lab Desks (Computer Lab) (Heavy Duty Lab Desk 24x48" 2026 est (\$297.47 x 1.12, rounded) Computer lab 14 stations, 2 computers each)	\$4,662
Supplies	610 General Supplies	STEM Lab Tables (STEM Lab Table 2026 est (\$300 x 1.12, rounded) STEM/Makerspace 27 stations)	\$9,072
Supplies	610 General Supplies	Library Reading Tables (Library Reading Table 2026 est (\$350 x 1.12, rounded) Library/Media center 15 tables)	\$5,880
Supplies	610 General Supplies	Library Shelving Units (double-sided) (Library Shelving Unit (double-sided) 2026 est (\$450 x 1.12, rounded) 8 double-sided units)	\$4,032
Supplies	610 General Supplies	Teacher Desks (Teacher Desk 48x30" Single Pedestal 2026 est (\$323.67 x 1.12, rounded) 24 classrooms + 8 specials = 32)	\$11,616
Supplies	610 General Supplies	Teacher/Office Chairs (Teacher/Office Chair Mesh w/ Adj Arms 2026 est (\$220.41 x 1.12, rounded) 32 instructional + 11 office = 43)	\$10,621
Supplies	610 General Supplies	Magnetic Whiteboards 4'x12' (Magnetic Whiteboard 4'x12' 2026 est (avg \$460 x 1.12, rounded) 2 per classroom x 24 + 1 per special x 8 = 56)	\$28,840
Supplies	610 General Supplies	Mobile Teaching Easels (Mobile Teaching Easel 2026 est (\$382.16 x 1.12, rounded) 2 per classroom K classrooms x 3)	\$2,568
Supplies	610 General Supplies	Mobile Cubby Storage (25 bins) (Mobile Cubby Storage (25 bins) 2026 est (\$734.66 x 1.12, rounded) K classrooms x 3 + 2 SPED)	\$4,115
Supplies	610 General Supplies	Lunch Carts (Lunch Cart 2026 est (\$250 x 1.12, rounded) 1 per classroom x 24)	\$6,720
Supplies	610 General Supplies	Trash Bins (Trash Bin 2026 est (\$45 x 1.12, rounded) 2 per classroom x 24)	\$2,400
Supplies	610 General Supplies	Pinboard/Cork Boards (Pinboard/Cork Board 2026 est (\$85 x 1.12, rounded) 1 per classroom x 24)	\$2,280
Supplies	610 General Supplies	Breakout Room Sets (table+chairs) (Breakout Room Set (table + 6 chairs) 2026 est (\$800 x 1.12, rounded) Small group x 3 rooms)	\$2,688
Supplies	610 General Supplies	Music Room Stackable Chairs (Music Room Stackable Chair 2026 est (\$65 x 1.12, rounded) Music room 30 seats)	\$2,190
Supplies	610 General Supplies	Meeting/Conference Tables (Meeting/Conference Table Principal, Counseling, Lounge x2, SpED)	\$2,250
Supplies	610 General Supplies	Front Desk / Reception Counters (Front Desk / Reception Counter Secretary/front office x 2)	\$1,400
Supplies	610 General Supplies	Office Bookshelves (Office Bookshelf 3'Wx4'H 2026 est (\$283.74 x 1.12, rounded) 2/classroom x 24 + offices 20 = 68)	\$21,624
Supplies	610 General Supplies	File Cabinets (File Cabinet 2-Drawer Letter w/ Lock 2026 est (\$285 x 1.12, rounded) 1/classroom x 24 + offices 14 + Nurse 1 = 39)	\$12,441

Budget Category	Object Code	Details	Grand total
Supplies	610 General Supplies	Storage Cupboards (Storage Cupboard 2026 est (\$400 x 1.12, rounded) IT 3 + Storage 3 + Offices 10 + Classrooms 15 = 31)	\$13,888
Supplies	610 General Supplies	Executive Desks (Principal/VP) (Executive Desk (Principal/VP) Upgrade from teacher desk for admin)	\$1,232
Supplies	610 General Supplies	Office Workstation Desks (Office Workstation Desk Counseling 1, IT 1, Central 4, Nurse 1, Instructional Coach, SPED Coordinator, SPED teacher room and Data & Assessment Coordinator = 11)	\$3,520
Supplies	610 General Supplies	Executive Chairs (Principal/VP) (Executive Chair (Principal/VP) Ergonomic exec chairs for admin)	\$784
Supplies	610 General Supplies	Visitor/Guest Chairs (Visitor/Guest Chair Lobby, offices, conference areas)	\$2,680
Supplies	610 General Supplies	Nurse Cot + Cabinet (Nurse Cot + Cabinet Sick room cot + storage cabinet x 2)	\$1,120
Supplies	610 General Supplies	Furniture Freight + Delivery (14%) (Furniture Freight + Delivery (14%) Historical avg: 15% freight + 12% delivery = ~14% blended rate)	\$54,175
Supplies	641 Textbooks	Curriculum Materials (K-8 core curriculum + instructional materials package)K-8 paper based curriculum materials. English (Writing/Reading), Mathematics, Science, Social sciences, Technology)	\$100,000
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	Curriculum Materials (K-8 core curriculum + instructional materials package) K-8 digital curriculum materials. English (Writing/Reading), Mathematics, Science, Social sciences, Technology), and digital tools.	\$43,023
Supplies	650 Supplies – Technology Related	Student Tablets (Apple iPad (Student) K-8 student 1:1 16 cls x 25 = 400)	\$171,600
Supplies	650 Supplies – Technology Related	Teacher Tablets (Apple iPad (Teacher) 18 classroom teachers (Year 1 enrollment) + 7 specials (Computer Lab, Music, Art, STEM Lab, ESL, SPED x2) + 13 office devices (Counseling, IT, Counseling... — Secretaries 3, Central offices 4, Distributed offices 4, Counseling 1, IT 1) = 38 total.	\$16,302
Supplies	650 Supplies – Technology Related	Cafeteria Desktop Computers (Cafeteria Desktop Computer Cafe service windows x 2)	\$1,400
Supplies	650 Supplies – Technology Related	Tablet Charging Carts (Tablet Charging Cart (~20 per cart) 408 student iPads / 20 = 20 carts)	\$10,000
Supplies	650 Supplies – Technology Related	Tablet Cases with Keyboard (upper grades) (Tablet Case with Keyboard (upper grades) Upper grade iPads (grades 3-8))	\$35,775
Supplies	650 Supplies – Technology Related	Tablet Cases + Separate Keyboard (lower grades) (Tablet Case + Separate Keyboard (lower grades) Lower grade iPads (K-2))	\$12,250
Supplies	650 Supplies – Technology Related	Classroom Projectors (Classroom Projector All instructional rooms + library)	\$22,400
Supplies	650 Supplies – Technology Related	Streaming Media Devices (Streaming Media Device Paired with each classroom projector)	\$4,800
Supplies	650 Supplies – Technology Related	Mount/Cable/Power for Projectors (Mount/Cable/Power for Projector Installation materials per projector location)	\$3,200
Supplies	650 Supplies – Technology Related	Phone System (handsets) (Phone System (VOIP handsets) All rooms + offices = 40)	\$8,000
Supplies	650 Supplies – Technology Related	Wireless Access Points (Wireless Access Points Campus-wide WiFi Classrooms + offices + halls = 30)	\$25,800
Supplies	670 Software	Software Licenses (LMS, assessment, admin, security software bundle - initial year)	\$15,000

Budget Category	Object Code	Details	Grand total
Contractual	330 Employee Training and Development	Professional Development (Staff PD for new campus launch - initial training) Trainings will be provided by the professionals outside, vendors, consultants. There will not be any travel cost.	\$10,000
Contractual	330 Employee Training and Development	Professional Training (Teacher certification training) trainings will be provided by the professionals outside, vendors, consultants. There will not be any travel cost.	\$7,000
Contractual	345 Audit, Accounting, & Other Business-type Services	Financial Audit (Annual independent audit of CSP grant expenditures as required by federal guidelines.)	\$6,000
Contractual	350 Technical Services	Technology Installation Service (Technology Installation Service Professional installation: network cabling, AV mounting, server setup)	\$15,000
Contractual	540 Advertising	Marketing (Community outreach and awareness campaign for new campus) Direct mailing, open houses, social media, digital advertising, tv-Radio campaign, and newspapers and other print media	\$50,000
Contractual	540 Advertising	Student/Staff Recruitment (Recruitment activities, materials, job fairs)	\$10,000
Equipment	733 Furniture and Fixtures	12' Mobile Cafeteria Tables (12' Mobile Cafeteria Table 2026 est (\$1,456.46 x 1.12, rounded) Cafeteria seating for 600 students)	\$40,775
Equipment	733 Furniture and Fixtures	Teachers Lounge Furniture Set (Teachers Lounge Furniture Set Table, sofa, chairs combo for staff lounge)	\$3,360
Equipment	734 Technology Related Hardware	Teacher Laptops (Apple MacBook (Teacher) 18 classroom teachers (Year 1 enrollment) + 7 specials (Computer Lab, Music, Art, STEM Lab, ESL, SPED x2) + 13 office devices (Counseling, IT, Counseling... — Secretaries 3, Central offices 4, Distributed offices 4, Counseling 1, IT 1) = 38 total.	\$34,000
Equipment	734 Technology Related Hardware	Office/Admin Desktop Computers (Apple iMac (Office/Admin) Secretary x2, IT, Central x2)	\$7,000
Equipment	734 Technology Related Hardware	Student Desktop Computers (Computer Lab) (Apple iMac (Computer Lab) 27-station computer lab)	\$37,800
Equipment	734 Technology Related Hardware	Portable Speaker System + Mic (Speaker System + Mic 24 cls + CompLab + Art + Music + STEM + ESL = 29)	\$124,700
Equipment	734 Technology Related Hardware	Gym, Cafeteria Projector (Gym, Cafeteria Projector Large venue projectors x 2)	\$6,000
Equipment	734 Technology Related Hardware	Gym, Cafeteria Sound System (Gym, Cafeteria Sound System Large venue sound systems x 2)	\$20,000
Equipment	734 Technology Related Hardware	Servers (Primary + Backup) (Server (Primary + Backup) Campus servers in IT room)	\$50,000
Equipment	734 Technology Related Hardware	Network Appliance + Backup (Network Appliance + Backup Firewall, managed switch, UPS, backup appliance)	\$75,000
Equipment	734 Technology Related Hardware	3D Printers (3D Printer Computer Lab x 2 + STEM Lab x 2)	\$6,000
Equipment	734 Technology Related Hardware	Mid-High MFP Printers (SPED + Office) (Mid-High MFP Printer (SPED + Office) Multifunction printer/copier SPED room + Front Office)	\$7,000
Equipment	734 Technology Related Hardware	High-Volume Floor MFP (Teachers' Workroom) (High-Volume Floor MFP (Teachers' Workroom) High-volume multifunction copier)	\$6,000
Equipment	734 Technology Related Hardware	Camera/Security System (Building-wide security camera system)	\$60,000
		Total	\$2,000,000

Application Title:Beehive Science and Technology Academy

Application's average score: 96.33

Reviewer 1

Total Points awarded by reviewer	100
Overall Review Comments Strengths	The application presents a highly coherent and well-developed proposal with strong alignment across sections, suggesting clear readiness for successful replication. The educational model is comprehensive and grounded in a proven, 20-year track record, with well-articulated systems for curriculum, assessment, professional development, and data-informed continuous improvement. Academic goals are measurable and supported by thoughtful monitoring structures, including disaggregated data analysis and defined decision rules. The plan for serving student needs is a notable strength, integrating MTSS, PBIS, and targeted supports for diverse student populations within a cohesive framework. Evidence of community demand is compelling, supported by market analysis, waitlist data, and demographic trends, and the growth plan appears well-aligned to organizational capacity. Governance and financial management structures are clearly described and demonstrate strong organizational capacity, including defined roles, internal controls, and a sustainability plan that does not rely on long-term grant funding. The interview provided additional depth in terms of the strengths of this applicant. Throughout the leadership and governance teams, longevity is paramount ... executive director for 15 years, principal for 8 years, business manager for 16 years, etc. Board members have also served for long tenures. The impact of this continuity - and its impact on overall program quality and evidence of success - is obvious. Additionally, the breadth of professional development is particularly impressive. Also, the school benefits from cash reserves of \$4.4 million - in addition to a very solid financial plan. Finally, the school has earned support from a variety of impressive partners - the Charter School Growth Fund, STEM leaders, etc. This is as strong an applicant as this reviewer has ever seen. Without a doubt, the long-term successes and viability of BSTA will serve as an amazing launchpoint for this new school. My hope is that in another ten years, BSTA will have replicated further within the Salt Lake area and beyond!
Overall Review Comments Weaknesses	While the application is incredibly strong overall, there may be a few opportunities to further enhance clarity and accessibility for reviewers. The level of detail provided is substantial; modest streamlining and clearer labeling of key components (e.g., math and ELA strategies) could help highlight the most critical elements. Some performance targets, particularly within project goals, may benefit from consideration of increased ambition to more fully reflect the strength of the model. Interview comments revealed that the team believes that as a first-year school, with a sizable population within the school being English Language Learners, targeting performance results above state averages is ambitious in itself. That said, the historical results of BSTA indicate that the school will easily achieve these results - and likely end up substantially exceeding these targets. In a few areas, making more explicit connections between identified needs and corresponding strategies could further strengthen coherence, as would additional examples illustrating how specific practices translate into student outcomes. The transportation plan is comprehensive, and providing additional evidence of feasibility for certain access strategies may further reinforce confidence.
Clarity and Completeness of Executive Summary	3-Strong Evidence : Strengths The executive summary presents a clear and well-structured overview of the proposal, highlighting key elements such as community need, academic performance, replication plans, governance, and budget. For example, the inclusion of specific data points—such as waitlist figures, enrollment projections, and performance metrics—provides concrete evidence of demand and performance. In addition, these data points are integrated in a way that supports readability and prioritizes key information. Taken together, the summary effectively orients the reader and establishes a strong foundation for the full application. Areas for Improvement The summary is comprehensive and thoughtfully developed. Modest streamlining of quantitative details could further enhance readability within the one-page limit and help the most critical points stand out.

Application Title:Beehive Science and Technology Academy

Application's average score: 96.33

Reviewer 1

Total Points awarded by reviewer	100
Alignment with Charter School Definition (ESEA § 4310(2))	3-Strong Evidence : Strengths The application clearly articulates alignment with ESEA §4310(2), including autonomy over curriculum, staffing, scheduling, and budgeting. For example, the proposal describes how this autonomy supports implementation fidelity and enables data-driven instructional adjustments. In addition, the connection between autonomy and consistent replication of the instructional model is well established. Taken together, these elements demonstrate a strong and coherent understanding of charter school autonomy. Areas for Improvement This section is well-articulated. Including a brief example of how autonomy has contributed to outcomes at the existing campus could further strengthen the connection between flexibility and effectiveness.
Governance, Operational Independence, and Mission Alignment	3-Strong Evidence : Strengths A well-defined governance structure is presented, with clear roles for board oversight and accountability. For example, the board is described as responsible for monitoring academic performance, financial health, and organizational fidelity, providing structured oversight. In addition, governance systems are clearly connected to decision-making processes and mission alignment. Taken together, these elements reflect a strong governance framework that supports effective implementation. Areas for Improvement The section is well-developed. Additional context regarding board composition or areas of expertise could further strengthen understanding of governance capacity.
Math Growth Strategies	3-Strong Evidence : Strengths The proposal outlines a structured and data-informed approach to mathematics growth, including Tier 2 and Tier 3 interventions, skill progression, and decision rules tied to Median Growth Percentile (MGP) thresholds. For example, the application identifies current performance levels and describes how instructional regrouping, targeted interventions, and coaching supports will be used to improve outcomes. In addition, defined thresholds are used to trigger instructional adjustments, demonstrating a systematic approach to responding to student performance. Taken together, these elements reflect a coherent and data-responsive strategy for improving mathematics outcomes. Areas for Improvement The strategies are well-developed and clearly grounded in data. Because they are distributed across sections, consolidating them into a concise summary could further improve accessibility.
ELA Growth Strategies	3-Strong Evidence : Strengths The proposal presents a comprehensive approach to ELA growth, including literacy instruction across content areas, structured data cycles, and PLC-based review processes. For example, the application describes how disaggregated data is regularly analyzed to inform targeted interventions and instructional adjustments. In addition, literacy strategies are embedded across subjects, reinforcing skill development beyond isolated instruction. Taken together, these elements demonstrate a systematic and integrated approach to improving ELA outcomes. Areas for Improvement None noted. The strategies are clearly articulated and well-supported.
Growth Plan & Enrollment Strategy	3-Strong Evidence : Strengths The growth plan aligns enrollment projections with phased expansion, staffing, and facilities. In particular, enrollment growth is phased to ensure instructional quality, staffing capacity, and student support systems are in place prior to expanding class sizes. Natural enrollment patterns (slower scaling for middle school families) support this plan. For example, the application includes detailed projections by grade level alongside supporting evidence such as market analysis, waitlist data, and demographic trends. In addition, these projections are connected to staffing and facility planning, reinforcing feasibility. Taken together, these elements support the credibility and practicality of the growth strategy. Areas for Improvement None noted. The section is detailed and well-supported.

Application Title:Beehive Science and Technology Academy

Application's average score: 96.33

Reviewer 1

Total Points awarded by reviewer	100
Professional Development	3-Strong Evidence : Strengths The professional development plan reflects a coherent and aligned approach to implementation, incorporating onboarding, coaching, and PLC structures. For example, the application describes ongoing coaching and collaborative data review cycles that support teachers in adjusting instruction based on assessment results. In addition, professional learning is explicitly connected to curriculum implementation, MTSS, and assessment literacy. Taken together, these elements indicate a sustained and job-embedded approach to professional development that supports instructional effectiveness. Areas for Improvement The plan is well-developed and clearly aligned. Additional explanation (or footnoting) of the Assessment to Achieve framework - referenced as a central driver of instructional improvement - would be helpful.
Feasibility & Sustainability	3-Strong Evidence : Strengths The proposal demonstrates a feasible approach to implementation by building on an established model with existing systems and structures. For example, the application clearly distinguishes between one-time startup costs and ongoing operational funding. In addition, governance, instructional systems, and professional learning structures are already in place to support replication. Taken together, these elements support confidence in long-term sustainability. Areas for Improvement None noted.The section is thoughtfully developed.
SMART Goals Aligned to Project Design	3-Strong Evidence : Strengths SMART goals are clearly defined, measurable, and aligned to project priorities, including a focus on ELA and mathematics growth for educationally disadvantaged students. For example, goals include specific performance targets and timelines tied to student outcomes. In addition, goals are aligned with implementation activities and resource allocation. Taken together, these elements reflect a coherent and goal-driven approach to implementation. Areas for Improvement The goals are clearly articulated and aligned. Some performance targets may benefit from increased ambition to better reflect the strength of the model. (e.g. Is 2% more educationally disadvantaged students meeting or exceeding annual MGP aggressive enough given the history of BSTA?)
Goal Tracking & Progress Monitoring	3-Strong Evidence : Strengths Clear systems for tracking progress are described, including disaggregated data analysis, PLC cycles, and decision rules tied to performance thresholds. For example, the application outlines regular review cycles in which data is used to guide instructional adjustments. In addition, defined thresholds support consistent decision-making across teams. Ongoing governance reporting embedded in standing board packets supports actionable data. Taken together, these elements demonstrate a structured and actionable monitoring system. Areas for Improvement None. The monitoring systems are clearly defined and comprehensive.

Application Title:Beehive Science and Technology Academy

Application's average score: 96.33

Reviewer 1

Total Points awarded by reviewer	100
Monitoring and Improving Academic Outcomes	3-Strong Evidence : Strengths The proposal outlines a comprehensive system for identifying and supporting student needs, including screening processes, multiple data sources, and subgroup disaggregation. For example, the application describes how MTSS is used to assign targeted interventions for students with disabilities, English learners, and economically disadvantaged students. In addition, integration of MTSS and PBIS supports both academic and behavioral needs. Additionally, the application references a strategic growth planning process that lifts up specific areas for improvement. Taken together, these elements demonstrate a well-coordinated and responsive system for supporting diverse learners. Areas for Improvement None noted. The identification of student needs is clearly described and well-supported.
Identification of Underserved and Educationally Disadvantaged Student Needs	3-Strong Evidence : Strengths The application clearly describes systematic methods for identifying student needs, including screening processes, multiple data sources, and subgroup disaggregation. Specific attention is given to students with disabilities, English learners, and economically disadvantaged students. Staffing supports for students with disabilities and English Language Learners are described, and strategies for ongoing engagement with families are provided. Areas for Improvement None noted. The identification of student needs is clearly described.
Equitable and Inclusive Practices to support and address the identified needs of ALL students	3-Strong Evidence : Strengths The application provides comprehensive, well-aligned plans for equitable and inclusive practices, including MTSS, PBIS, culturally responsive instruction, multilingual communication, and equitable access to resources. Practices are clearly connected to identified student needs. Free before and after-school tutoring aligned to identified skill gaps prioritizes educational disadvantaged groups. Areas for Improvement None noted. The plan is comprehensive and well-aligned.
Family & Community Engagement	3-Strong Evidence : Strengths The application outlines multiple strategies for engaging families and the broader community, including structured events, multilingual communication, and partnerships with local organizations. For example, pre-planning engagement activities and community sessions are described, demonstrating early outreach. In addition, communication strategies are designed to support accessibility for diverse populations. Taken together, these elements reflect strong alignment with community needs. Areas for Improvement Engagement strategies are clearly articulated and well-supported. Additional detail on how feedback regarding these strategies (e.g. STEM family nights, new family orientations, etc.) informs decision-making, along with expanded measures of effectiveness, could strengthen this section.

Application Title:Beehive Science and Technology Academy

Application's average score: 96.33

Reviewer 1

Total Points awarded by reviewer	100
Inclusive Decision-Making Opportunities	3-Strong Evidence : Strengths The application provides meaningful opportunities for family and community participation, including advisory committees, surveys, and public board meetings, with intentional inclusion of underserved populations. Areas for Improvement Opportunities for participation are meaningful and well-designed. Additional clarification on how stakeholder input informs decision-making could further strengthen this section.
Pre-Planning Engagement and Community Buy-In	3-Strong Evidence : Strengths Strong evidence of pre-planning engagement is provided, including multiple community sessions, bilingual outreach, and documented use of feedback to inform design decisions. Areas for Improvement Evidence of engagement opportunities is strong. It would be interesting to know more about quantitative attendance at these sessions, as one lens to interpret their reach within the community.
Equitable Recruitment, Enrollment, and Retention	3-Strong Evidence : Strengths The application demonstrates clear, culturally responsive, and accessible recruitment and enrollment practices, including multilingual outreach, community partnerships, and targeted supports for underserved families. The school is clearly committed to a rich and diverse community - with families from 48 countries and students speaking 62 different languages. Areas for Improvement None noted. Practices are clearly described and aligned to equity goals.
Projected Enrollment and Evidence of Demand	3-Strong Evidence : Strengths Strong evidence supports the enrollment projections, including market analysis, waitlist data, and demographic trends. For example, waitlist figures and population data are used to demonstrate sustained demand, and the projection methodology is clearly explained. The proposal also effectively describes the impact of the Alpine School District’s dissolution on area families and the corresponding opportunity it presents for BSTA at this time. Taken together, these elements strengthen the overall credibility of the demand analysis. Areas for Improvement None noted. Evidence of demand is clear and well-supported.
Alignment to Local Needs and Access	3-Strong Evidence : Strengths The application clearly explains how the school reflects local needs, including demographic trends, district changes, and demand for STEM programming. Use of a broad swatch of community assets and partnerships (e.g. Utah STEM Action Center, Charter School Growth Fund, Diverse Charter Schools Coalition) is evident. Areas for Improvement More explicit detail on how partnerships will be operationalized (e.g. Details regarding financial or consulting support from prominent partners such as the Charter School Growth Fund) could strengthen this section.
Transportation Strategy and Equity	3-Strong Evidence : Strengths The transportation plan incorporates multiple strategies—such as safe routes, carpooling, and transit support—while addressing safety and equitable access. For example, accommodations for students unable to walk or use public transit are included. In addition, the plan reflects attention to compliance and continuous monitoring. Taken together, these elements support accessibility for diverse student populations. Areas for Improvement The plan reflects thoughtful consideration of access and equity. Including additional evidence of feasibility or prior implementation could further reinforce confidence.
Access and Logistics	3-Strong Evidence : Strengths The application clearly explains how location, transportation strategies, and access considerations support all students, including those unable to walk or use public transit. Monitoring systems and continuous improvement processes are included. Areas for Improvement Including more explicit capacity estimates or usage projections (e.g. number of students who will be within walking zone or on UTAI transit lines) would further strengthen logistical clarity.

Application Title:Beehive Science and Technology Academy

Application's average score: 96.33

Reviewer 1

Total Points awarded by reviewer	100
Community Notification and Recruitment	3-Strong Evidence : Strengths The application describes clear procedures for recruitment, lottery implementation, and waitlist management. For example, multilingual outreach and community partnerships are used to support equitable access. In addition, processes for maintaining and updating waitlists are clearly defined. Use of Lotterease, a third-party online system, to conduct lottery ensures random selection and fairly applies allowed exemptions and preferences. Taken together, these elements demonstrate transparency and fairness in enrollment. Areas for Improvement None noted. The overall process is clearly described.
Lottery Implementation, Waitlist, and Enrollment	3-Strong Evidence : Strengths The application clearly describes procedures for conducting a fair and random lottery, managing a waitlist, and enrolling students. Processes for maintaining and updating the waitlist, offering seats as they become available, and ensuring transparency and compliance with state and federal requirements are well-defined. Areas for Improvement None noted.
Board Member Information	3-Strong Evidence : Strengths The application provides complete and detailed information on board members, including names, roles, areas of expertise, and email addresses. The board reflects a strong mix of relevant expertise in STEM, finance, education, and data science, supporting effective governance and oversight. Clear identification of officer roles and responsibilities strengthens reviewer confidence in governance capacity. Board expertise is clearly demonstrated - and members within the board have been active and deeply engaged for significant periods of time. This board will provide governance and oversight of both campuses. Areas for Improvement None noted.
Project Manager, Support Team, and Partner Organizations / ESPs	3-Strong Evidence : Strengths The application clearly identifies the Project Director and Fiscal Lead, along with defined roles and responsibilities for grant implementation, fiscal management, and compliance. The inclusion of a structured roles and responsibilities template, segregation of duties, and internal controls demonstrates strong project management capacity. The project timeline is clearly articulated with key milestones, and the application explicitly confirms that no CMO/ESP is used, ensuring full administrative control. Current principal will be transitioning to major responsibilities for the new site - hiring, curriculum purchase, etc. Areas for Improvement None noted.
Charter School Autonomy and Authorizer Relationship	3-Strong Evidence : Strengths The application provides a clear and well-articulated description of school autonomy aligned to ESEA §4310(2), including control over curriculum, staffing, scheduling, and budgeting. The relationship with the authorizer is clearly defined, including oversight responsibilities, accountability structures, and compliance expectations. The balance between autonomy and accountability is well-explained and supports mission-driven operations. Areas for Improvement None noted.
Quality Control and Accountability	3-Strong Evidence : Strengths The application provides a comprehensive and detailed plan for quality control and accountability, including academic, financial, and operational oversight. Clear alignment to state accountability systems, annual audits, board financial reviews, and authorizer monitoring demonstrates strong internal and external accountability structures. The inclusion of consequences (e.g., corrective action, revocation) reinforces credibility and compliance. Areas for Improvement None noted. Systems are robust and well-articulated.

Application Title:Beehive Science and Technology Academy

Application's average score: 96.33

Reviewer 1

Total Points awarded by reviewer	100
Comprehensive Budget Narrative	3-Strong Evidence : Strengths The application provides a clear, detailed, and comprehensive budget narrative that fully explains all major expenditures across planning and implementation phases. Line items are well-justified, aligned to SMART goals, and supported by specific cost categories (e.g., FF&E, technology, curriculum, personnel). The narrative demonstrates strong alignment between fiscal investments and project design, and clearly identifies all costs as one-time or limited-duration startup expenses. Areas for Improvement None. The financial narrative is exceptionally detailed and well-supported.
Planning vs. Implementation Phases	3-Strong Evidence : Strengths The application clearly distinguishes between planning and implementation phases, with detailed breakdowns of expenditures by category and phase. Tables summarizing costs across phases enhance clarity, and narrative explanations reinforce how each phase supports project goals and timeline. The alignment between activities and phase-specific funding is strong and well-articulated. Areas for Improvement None noted.
Personnel Costs	3-Strong Evidence : Strengths Personnel costs are clearly described, with detailed breakdowns of roles, salaries, benefits, and allocation across planning and implementation phases. The narrative provides strong justification for each role and explains how positions support project goals and implementation fidelity. The inclusion of a sustainability transition plan for personnel demonstrates thoughtful financial planning and compliance with CSP requirements. Personnel planning is clearly explained. Interview provided additional and complete clarification on how staffing levels may adjust under varying enrollment scenarios could further strengthen risk planning. Areas for Improvement None noted.
Accountability for Funds	3-Strong Evidence : Strengths The application provides a robust and detailed plan for financial accountability, including internal controls, segregation of duties, procurement procedures, monthly reconciliation, board oversight, and annual independent audits. Clear alignment with federal requirements and dedicated BSTA grant tracking systems demonstrates strong compliance and financial management capacity. Areas for Improvement None noted.
Post-Grant Sustainability	3-Strong Evidence : Strengths The application presents a clear and convincing sustainability plan, supported by multi-year financial projections, enrollment-based revenue assumptions, and a phased transition away from grant funding. The narrative demonstrates that no ongoing costs are dependent on CSP funds and highlights network efficiencies, conservative budgeting, and a 20-year track record of financial stability. Governance oversight further reinforces long-term viability. Areas of improvement None noted.
Innovative Charter Model	1-Evidence Provided : The application clearly articulates a distinctive and innovative STEM model, including interdisciplinary integration across all core subjects, a public exhibition-based assessment model (Utah STEM Expo), and a Platinum STEM designation. The model addresses an identified unmet need in the target community and is supported by a strong 20-year evidence base, demonstrating both innovation and proven effectiveness.
High-Quality High School Programs	1-Evidence Provided: Not applicable.
Meeting Rural Needs	0-No Evidence : Not applicable.
Promotion of Educator and Community-Centered Models	1-Evidence Provided: The application provides clear evidence of educator and community-centered practices, including strong staff retention, professional development systems, leadership pathways, and robust family/community engagement strategies. These elements demonstrate meaningful support for underserved students and strong school-community connections.
Charter School/Traditional Public School Collaboration	1-Evidence Provided: The application outlines multiple potential collaboration strategies with traditional public schools, including professional learning exchanges, special education coordination, English learner collaboration, and STEM Expo participation. The proposal clearly explains how these collaborations could benefit students and expand educational opportunities.

Application Title:Beehive Science and Technolog
Application's average score:

Reviewer 2	
Total Points awarded by reviewer	91
Overall Review Comments Strengths	
Overall Review Comments Weaknesses	
Clarity and Completeness of Executive Summary	3-Strong Evidence : The BSTA team articulates the increasing need for quality seats in Saratoga citing a "K–7 waitlist of 1,832 students across six regional charter schools" and in response to the dissolution of the Alpine School District. The applicant describes the school's autonomy granted under ESEA 4310 (2) regarding "staffing", "instructional materials", "assessment systems" and a codified "Beehive instructional model". The BSTA team shows a record of student performance "at or above statewide averages in multiple content areas" specifically recording proficiency rates of 60.3% in ELA, 53.9% in mathematics, and 49.4% Science according to the 24-25 Utah State Report Card. BSTA also articulates governance and operational independence support at the board level which provides fiduciary and strategic oversight.

Application Title:Beehive Science and Technology
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Total Points awarded by reviewer	91
Alignment with Charter School Definition (ESEA § 4310(2))	3-Strong Evidence : The applicant documents the school's autonomy granted under ESEA 4310 (2) regarding "staffing", "instructional materials", "assessment systems" and a codified "Beehive instructional model". BSTA expresses their interest in exercising choice over curriculum, staffing, scheduling, and budgeting to successfully replicate their existing model. The applicant's response can offer further insights and deeper levels of specificity regarding ESEA adherence such as their tuition-free admission, lottery-based process, or specific academic components uniquely offered by the school to meet the unique needs of the proposed community.
Governance, Operational Independence, and Mission Alignment	3-Strong Evidence : The BSTA clearly defines the role of its Governance board.
Math Growth Strategies	3-Strong Evidence : Academically BSTA proposes math growth through "structured skill progression" and "targeted intervention" but made offered no further detail of the implementation of these strategies. What specific instructional practices and daily teacher moves will BSTA educators use to ensure academic grow of projected students? During the capacity interview, the Beehive team shared strong Math results 13 percentage points above the state average with numerous awards reflecting academic success.
ELA Growth Strategies	3-Strong Evidence : Academically BSTA proposes ELA growth through "explicit literacy instruction" but does not detail implementation. What does explicit literacy instruction look like in BSTA classrooms that ensure student growth? During the capacity interview, the Beehive team shared academic successes in ELA that surpass state averages by 22+ percentage points demonstrating strong academic practice and resulting in increased outcomes.
Growth Plan & Enrollment Strategy	3-Strong Evidence : BSTA provides an enrollment plan that thoughtfully accounts for the current need for quality seats and offers enrollment assistance "online, in person, and by phone, with bilingual support available for Spanish-speaking families". Regarding enrollment projections, the school mentions a gradual scale "reflecting the natural enrollment pattern" for middle school families who may require "additional recruitment lead time". How does BSTA effectively recruit to full 7th grade projections during a non-traditional graduation/transfer student year. During the capacity interview, the Beehive team shared they have a current wait list of 400+ for an opening date of Aug 2027.

Application Title:Beehive Science and Technology
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Reviewer 2	
Total Points awarded by reviewer	91
Professional Development	3-Strong Evidence : The BSTA team provides some details for PD planning prioritizing pacing, Assessments, MTSS, and stem strategies with the A2A framework for instructional coherence across classrooms. For more clarity, how often will PD be afforded to staff? Are PLCs in addition to school-led PD or are PLC the primary PD model? What instructional practices are encouraged across classrooms to ensure Math and ELA growth and student mastery? During the capacity interview, the Beehive team shared a functioning instructional leadership model which supports teachers through joint professional development days, coaching cycles, and PLCs. The team also shared that all teachers are letters trained.
Feasibility & Sustainability	3-Strong Evidence : The applicant reflects a plan for shared governance oversight, common assessment platforms, consistent professional learning structures, and unified data monitoring systems from the original campus to the replication site. The BSTA team details a cohesive school plan "aligning curriculum, assessment, professional learning, staffing, and operational systems" for effective implementation. What is the proposed governance structure/decision-making process ensuring fairness, access, and equitable voice between existing and new community stakeholders? For fidelity to the flagship model, the applicant plans two formal cross-campus instructional reviews year one of operation. The team explains the addition of 25 new seats year 3 in grade 2. How will staff ensure the norming of academic performance for 2nd graders who did not have access to BSTA K-1 instruction?
SMART Goals Aligned to Project Design	2-Moderate Evidence : A number of the applicant's goals are limited in specificity and measurability. Among the strongest is Goal 4 supporting professional development for staff. The goal is aspirational, well stated, and measurable. In goal 4, holding both the 80% completion rate and 60% effectiveness rate as 1 goal may complicate the school's ability to assess goal achievement. Which goal, completion or classroom effectiveness will be your priority indicator for success? BSTA's goal 1 sets an increase of 2 improvement points for marginalized students by the end of year 2 of the CSP grant cycle. What calculations led the team to a 2-point goal rather than a more aspirational goal? Likewise, listing multiple ways to measure Goal 1 saying "as measured by state summative assessments and interim benchmark data" makes it accurate assessment difficult. Which measurement, will be the school’s key indicator that students are on track for mastery of Utah standards? How specifically will BSTA leverage CSP funds towards the achievement of school goals stated in the application?
Goal Tracking & Progress Monitoring	2-Moderate Evidence : The applicant plans to use "monthly instructional leadership data reviews" and "semesterly schoolwide data cycles" to progress monitor student performance. Furthermore, the applicant me prioritizes interim assessments which are given 3x per year which, alone, creates infrequent data cycles. The use of formative assessments was mentioned but without any detail of what teachers would collect as formative data or assessment or how frequently. What specifically will BSTA teachers use to collect formative data to track student progress towards mastery and to inform daily intellectual prep? How frequently? Furthermore, once data is collected, what daily/weekly proficiency rates will trigger small group intervention vs whole class reteach or spiraling?

Application Title:Beehive Science and Technology
Application's average score:

Reviewer 2	
Total Points awarded by reviewer	91
Monitoring and Improving Academic Outcomes	2-Moderate Evidence : BSTA offers an overarching framework to monitor student progress and improve outcomes specifically leveraging data-driven cycles of formative assessment, interims, and Utah RISE. However, the response serves as a general framework rather than a specific set of strategies for implementation. Can you offer insight into BSTA data cycles regarding focus and frequency? The team mentions "data-driven" practices as its first tool for improving student performance. What data will BSTA teachers be expected to extract in each class and what targeted strategies will they use to identify and close surfaced gaps within small teaching cycles. The BSTA team commonly refers to "deploying Tier 2 and Tier 3 interventions" within their MTSS model. Specifically, what instructional practices and teacher moves will be prioritized to afford struggling students the opportunity to master prerequisite skills and close academic gaps? During the capacity interview, the Beehive team shared a strong track record of academic success in both Math and ELA designating the school among the highest ranked in the state year over year.
Identification of Underserved and Educationally Disadvantaged Student Needs	2-Moderate Evidence : The BSTA team identifies a projected population of 40-45% economically disadvantaged students and an English language learner rate of 20%. The applicant commits to adhering to FAPE and IDEA requirements and adequately staff special education supports at a 1:15 ratio. It is stated that the team will employ multiple data sources in their child find process including universal screening, classroom performance data, teacher referral, parent input. For specificity, what baseline assessment will BSTA as a universal screener and how early will the child find process begin for incoming students? Likewise, what scoring threshold and academic indicators will signal to BSTA staff that deeper supports are needed for individuals? How often and by whom are ELL and Special education teachers receiving professional development towards effective implementation of services? During the capacity interview, the Beehive team shared Acadience as the universal screener and frequent cycles to progress monitor student performance in response to intervention. The same is true for WID testing and supports for the diverse student body, many of which are bilingual.
Equitable and Inclusive Practices to support and address the identified needs of ALL students	2-Moderate Evidence : BSTA offers a thoughtful plan towards equity and access. Among the strengths of the proposed equity plan are the applicant's provision of "free before- and after-school tutoring" aligned to identified skill gaps in ELA and mathematics. They further explain that the offered tutoring sessions "prioritize educationally disadvantaged students and other subgroups" who are performing below-median growth which aligns to the school's CSP goals. They also outline a system of tiered support for student behavior. How will BSTA staff specifically deliver services for English language learners and students with disabilities, both instructionally and behaviorally, that will accelerate the learning of students above neighboring schools in the new community?
Family & Community Engagement	3-Strong Evidence : The BSTA team offers a proactive approach to actively engaging proposed families. As a strength, BSTA proposes "semester academic information sessions, monthly academic progress reports, and STEM-based parent nights, all of which provide opportunities for families to participate in the educational lives of their children and the school in more informed ways. Home visits are mentioned at a rate of 10% of families with the goal is visiting 16% of homes in year 2. The impact of home visits is well documented. With a tenth of homes being visited, what will BSTA use as decision criteria to determine which families are prioritized? The BSTA team is thoughtful in moving beyond basic school-to-home communication and offers a parent-inclusive decision-making structure that includes the voices of parents and community members in critical decisions.

Application Title:Beehive Science and Technolog

Application's average score:

Reviewer 2	
Total Points awarded by reviewer	91
Inclusive Decision-Making Opportunities	3-Strong Evidence : The BSTA team is thoughtful in moving beyond basic school-to-home communication and offers a parent-inclusive decision-making structure that includes the voices of parents and community members in critical decisions.
Pre-Planning Engagement and Community Buy-In	2-Moderate Evidence : The applicant team has initiated a number of opportunities for pre-planning community engagement to assess local need and to better gauge the assets of the local community. Specifically, BSTA staff document 5 in-person meeting sessions which resulted in themes such as ELL supports and transportation surfacing. What did BSTA surface as community concerns or expressed needs that led to shifts in the BSTA school model?
Equitable Recruitment, Enrollment, and Retention	2-Moderate Evidence : The school is proposing a 2027 launch which allows for extended opportunities to gather community feedback pre-opening. What strategic meeting locations can be used to capture the attention and to get feedback of underrecognized neighborhoods? What local organizations can be partnered with to deepen the school's knowledge and connection with the community?
Projected Enrollment and Evidence of Demand	3-Strong Evidence : 400 students in year 1 is a formidable enrollment goal, and the BSTA team offers well-supported enrollment projections demonstrating demand for increased seats. The applicant strengthens its enrollment claim citing the city's fast-paced growth, Alpine School District's dissolution, and the standing waitlist for city-wide charter operators. The applicant also charted the school's impressive ELA and Math performance reaching as much as 21 percentage points above the state average. For context, what does 2025-26 local math and ELA performance data look like to more accurately assess the academic needs of the proposed community? During the capacity interview, the Beehive team shared an updated enrollment lists of 400+ for a 2027 opening. The school's strong performance also positions the schools as a compelling local option.
Alignment to Local Needs and Access	2-Moderate Evidence : The applicant mentions potential of engaging organizations such as UAPCS, Diverse Charter Schools Coalition, National Coalition of STEM Schools, and regional higher-education institutions such as Salt Lake Community College (SLCC), Utah Valley University (UVU), and Southern Utah University (SUU). Which specific partner orgs and streams of support are mission-aligned programs that will support BSTA students in achieving the stated annual academic goals?
Transportation Strategy and Equity	3-Strong Evidence : BSTA details a thoughtful plan ensuring reliable, safe, and equitable transportation for all its proposed students, including those with special needs. The applicant outlines a plan that explains how BSTA's transportation strategies ensure access for all students through a plan that considers proximity, walking routes, carpooling, and public transportation support.
Access and Logistics	3-Strong Evidence : The BSTA team shares a plan that meets equity expectations by distributing safe route maps to proposed families while coordinating with local municipal authorities to request crossing guards and safety signage for smooth arrival and dismissal processes.

Application Title:Beehive Science and Technology
Application's average score:

Reviewer 2	
Total Points awarded by reviewer	91
Community Notification and Recruitment	3-Strong Evidence : The applicant team detailed both media-based and in person strategies for increasing the pool of proposed students in the target communities. Among listed strategies are direct mailings, online links, community info sessions, and local meetings at daycares and faith-based organizations. Notably, the applicant announces to potential families that BSTA as a publicly-funded charter institution "free" and "open to all students". What protections/notifications do families receive "after enrolling for the lottery" that their child's name was officially entered in the system for selection ensuring equal access to all intended applicants?
Lottery Implementation, Waitlist, and Enrollment	3-Strong Evidence : The applicant outlines a clear set of procedures for hosting a randomized lottery system which includes waitlist management for interested enrolling students. For fairness of process, BSTA uses Lotterease to secure data and randomize the selection process. The team states that "accepted offers require completion of online registration through Infinite Campus within four calendar days". This is a tight timeline requiring parents to maintain daily updates, times, and computer access from lottery to official enrollment. How does BSTA support all selected families in the post-selection process to ensure all families receive all notifications and are able to fully complete the online enrollment process?
Board Member Information	3-Strong Evidence : The BSTA team has provided a completed information list on board members participating as the school's governance body.
Project Manager, Support Team, and Partner Organizations / ESPs	3-Strong Evidence : The applicant shares a clear description of project management and responsibilities which demonstrates evidence of responsible administrative control.
Charter School Autonomy and Authorizer Relationship	3-Strong Evidence : BSTA's stated commitment and responsibility as an autonomous institution and its relationship to the authorizer is in alignment with charter law ESEA §4310(2).
Quality Control and Accountability	3-Strong Evidence : BSTA's acknowledges that academic accountability is a "primary factor in charter renewal decisions", thus the board shares a commitment to quality control and oversight of "state accountability" and "student achievement".

Application Title:Beehive Science and Technolog

Application's average score:

Reviewer 2	
Total Points awarded by reviewer	91
Comprehensive Budget Narrative	3-Strong Evidence : Expenditures are well document along with annual timelines.
Planning vs. Implementation Phases	3-Strong Evidence : The BSTA teams appropriately separates planning year vs implementation year expenditures. Furthermore, planning year expenses are listed as "one-time, non-recurring purchases" which allow for proper sunseting of CPS funds after year 2 with minimal impact to NSTA operations.
Personnel Costs	3-Strong Evidence : The Applicant offers detailed explanation of personnel expenses across the planning and implementation year 1.
Accountability for Funds	3-Strong Evidence : The applicant provides a detailed plan for financial accountability and fiscal responsibility.
Post-Grant Sustainability	3-Strong Evidence : The BSTA provides a detailed and fiscally responsible financial plan that positions the institution for long term sustainability beyond the life of the grant.
Innovative Charter Model	1-Evidence Provided: The BSTA team make a compelling argument for community need based on local waitlists, local charter school enrollment, and current BSTA student performance.
High-Quality High School Programs	1-Evidence Provided: Though current performance is strong, the applicant does not share local high school student performance data for comparison nor draws strong distinctions between current local academic programs and the proposed HS offering as the school grows to 12th grade.
Meeting Rural Needs	0-No Evidence : The applicant makes no mention of proposed school location as rural.
Promotion of Educator and Community-Centered Models	1-Evidence Provided: The BSTA team offers names of potential partnering organizations but there is currently little to no evidence of committed local partnerships with the proposed community. In addition, BSTA provides impressive staff retention numbers but with little documented evidence of "educator and community-centered models".
Charter School/Traditional Public School Collaboration	0-No Evidence : The BSTA teams speaks aspirationally of "explore[ing] areas of voluntary collaboration" with local districts or participating in cross collaborative learning but does not have any current MOUs or plans in place to do so.

Application Title:Beehive Science and Technology Academy
Application's average score:

Reviewer 3	
Total Points awarded by reviewer	98
Overall Review Comments Strengths	The application demonstrates a strong, identity-embedded replication model supported by clear evidence of community demand, including detailed market analysis and enrollment projections grounded in regional growth trends. The proposal also reflects exceptional financial organization, with well-structured budgets, clear phase differentiation, and comprehensive systems to ensure fiscal accountability and long-term sustainability.
Overall Review Comments Weaknesses	
Clarity and Completeness of Executive Summary	3-Strong Evidence : The Executive Summary provides a clear overview of the proposed replication of Beehive Science and Technology Academy’s STEM-focused model in Saratoga Springs, including the planned grade configuration and enrollment growth (p. 1). The summary clearly explains the purpose of the CSP funding request and introduces the school’s instructional focus and expansion plan in a concise and organized manner.

Application Title:Beehive Science and Technology
Application's average score:

Reviewer 3	
Total Points awarded by reviewer	98
Alignment with Charter School Definition (ESEA § 4310(2))	3-Strong Evidence : The Executive Summary references the school’s charter status and replication model and provides explanation of how the school’s autonomy and operational flexibility align with the federal charter school definition under ESEA §4310(2). Additional detail describing autonomy in areas such as curriculum, staffing, and budgeting would strengthen alignment with this criterion. -- Per interview - oversight roles combined with replicating school.
Governance, Operational Independence, and Mission Alignment	3-Strong Evidence : The Executive Summary describes the proposed replication and instructional focus but provides limited detail regarding the school’s governance structure or operational independence. Additional explanation describing the governing board and leadership structure and how governance oversight supports mission-aligned decision-making would strengthen this section. Per interview - operational roles are combined with the replicating school.
Math Growth Strategies	3-Strong Evidence : The proposal describes schoolwide progress monitoring practices, including use of assessment data and subgroup analysis. However, it provides limited detail describing specific math strategies designed to improve median growth percentiles or how instructional adjustments will be made based on performance data. Per interview - instructional strategies mentioned as a part of the continuous improvement cycle based on student progress monitoring.
ELA Growth Strategies	3-Strong Evidence : The proposal describes schoolwide progress monitoring practices, including use of assessment data and subgroup analysis. The proposal provides limited detail describing how the ELA curriculum and tier strategies will be systematically used to drive measurable growth outcomes or how instructional adjustments will be made based on performance data. Per interview - systematic progress monitoring, strategies such as phonics interventions, library and reading practice. Teacher certification in literacy support encouraged for teachers.
Growth Plan & Enrollment Strategy	3-Strong Evidence : The application presents a clear and feasible long-term sustainability plan supported by enrollment-based funding projections, multi-year financial modeling, and multiple revenue sources. Across the submitted materials, the proposal demonstrates defined approaches to funding, staffing, and resource allocation that support ongoing operations beyond the grant period and indicate strong capacity for long-term financial stability. There is ambiguity particularly around long term shared services and instructional involvement from the Sandy campus, which may indicate a more centralized organizational model than is explicitly described.

Application Title:Beehive Science and Technolog

Application's average score:

Reviewer 3	
Total Points awarded by reviewer	98
Professional Development	3-Strong Evidence : The proposal indicates that staff will receive training aligned with the school’s STEM-focused instructional model (pp. 3–4). However, the narrative provides limited detail describing the structure, frequency, or evaluation of professional development activities that will prepare teachers to implement the model. Per interview - 30 hrs of PD/year (5 days + summer) for new school staff, weekly PLCs for teachers, monthly data cycles, instructional coaches who attend some of the meetings and provide supplemental training, evaluations mentioned, training model groups (classroom management, ect.), teacher-to-teacher classroom observations, some invited to lead best practices PDs for colleagues
Feasibility & Sustainability	3-Strong Evidence : The application presents a clear and feasible long-term sustainability plan supported by enrollment-based funding projections, multi-year financial modeling, and multiple revenue sources. Across the submitted materials, the proposal demonstrates defined approaches to funding, staffing, and resource allocation that support ongoing operations beyond the grant period and indicate strong capacity for long-term financial stability. There is ambiguity particularly around long-term shared services and instructional involvement from the Sandy campus, which may indicate a more centralized organizational model than is explicitly described. Per interview - shared leadership roles and funding reserves clarified.
SMART Goals Aligned to Project Design	3-Strong Evidence : The application presents multiple clearly defined goals aligned with the proposed instructional model and project activities, including goals addressing student growth in English language arts and mathematics (pp. 4–6). The goals include measurable targets and timelines and reference outcomes for educationally disadvantaged students, demonstrating alignment with project objectives and the CSP program focus.
Goal Tracking & Progress Monitoring	3-Strong Evidence : The application describes structured systems for tracking progress toward project goals, including regular data review cycles, interim assessments, and disaggregated analysis of student performance data (pp. 3–6). The narrative explains that instructional teams will review assessment data through PLC meetings and leadership data cycles to inform instructional adjustments and targeted interventions.

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Monitoring and Improving Academic Outcomes	3-Strong Evidence : The application clearly describes a structured, data-driven instructional cycle that includes weekly classroom routines, monthly PLC reviews, and semesterly leadership data reviews to monitor student performance (p. 7). The narrative explains that academic results will be disaggregated by subgroup and used to adjust instruction and deploy MTSS Tier 2 and Tier 3 interventions to support student achievement.
Identification of Underserved and Educationally Disadvantaged Student Needs	3-Strong Evidence : The proposal describes systematic methods for identifying the needs of underserved and educationally disadvantaged students, including procedures for identifying students with disabilities, English learners, and economically disadvantaged students (pp. 7–9). The narrative outlines screening tools such as the Home Language Survey and WIDA assessments for English learners and describes multidisciplinary evaluation procedures for identifying students
Equitable and Inclusive Practices to support and address the identified needs of ALL students	3-Strong Evidence : The application presents comprehensive strategies to support equitable access and success for all students, including MTSS interventions, integrated English language development instruction, technology access, and targeted academic supports for economically disadvantaged students (pp. 7–9). The proposal also mentions inclusive family engagement practices and culturally responsive teaching strategies designed to ensure equitable participation in rigorous STEM learning experiences.
Family & Community Engagement	3-Strong Evidence : The application describes multiple strategies to engage families and the broader community in the school program, including family STEM events, community partnerships, volunteer opportunities, and ongoing communication between families and school staff (pp. 9–11). The proposal explains how these activities will support student learning and strengthen relationships between the school and the surrounding community.

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Inclusive Decision-Making Opportunities	2-Moderate Evidence : The application references focus group opportunities for families and community members to engage with the school through events and communication channels (pp. 9–11). A parent liaison is depicted in the organizational chart. The application does not describe formal structures (e.g., advisory councils, governance participation, or defined feedback mechanisms) through which families or under-represented populations can meaningfully influence school-level decision-making. Per interview - parent feedback processes articulated.
Pre-Planning Engagement and Community Buy-In	3-Strong Evidence : The application provides evidence of community interest and demand for the proposed school, including waitlist data from the existing Beehive campus and population growth in the Saratoga Springs area (pp. 10–11). The narrative explains how this demand informed the decision to replicate the school model in the proposed location.
Equitable Recruitment, Enrollment, and Retention	3-Strong Evidence : The application demonstrates clear and accessible practices to support diverse student populations, including English learners, students with disabilities, and economically disadvantaged students. Across the submitted materials, the proposal reflects inclusive policies, student identification processes, and supports designed to ensure equitable access and participation for all students.
Projected Enrollment and Evidence of Demand	3-Strong Evidence : The application provides projected enrollment figures and explains that demand for the new campus is supported by the growth of the Saratoga Springs area and existing demand for the Beehive model (pp. 7–8). The narrative references waitlist data and population growth to justify the replication site and projected student enrollment, providing reasonable evidence of community demand.
Alignment to Local Needs and Access	3-Strong Evidence : The proposal explains that the new campus will be located in Saratoga Springs and references regional population growth and interest in STEM programming (pp. 7–8). The application provides analysis describing how the proposed program specifically addresses the identified needs of local students and families and how community assets will be leveraged to support access for the targeted population.
Transportation Strategy and Equity	3-Strong Evidence : The application references transportation access for students and indicates that the school will provide transportation options to support student attendance (p. 9). The narrative acknowledges the need to ensure access for students across the community and references transportation strategies. The proposal provides detail describing how the transportation plan will ensure reliable, safe, and equitable transportation for all students, including those with disabilities or special needs, or how the plan will ensure compliance with state and federal transportation requirements.
Access and Logistics	3-Strong Evidence : The application identifies the Saratoga Springs location for the proposed campus and references general access for families within the surrounding community (p. 9). The narrative provides detail describing how the location, transportation routes, or other logistical strategies will ensure consistent access for students across the targeted service area, including students who may not be able to walk or access public transportation.

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Community Notification and Recruitment	3-Strong Evidence : The application describes a clear plan for notifying families and the broader community about enrollment opportunities, including outreach through the school website, community communications, and recruitment activities aligned with the opening of the new campus (pp. 23–24). The narrative explains how families will be informed about the lottery timeline and enrollment process, demonstrating a structured approach to community notification and student recruitment that aligns with the requirements of the lottery process.
Lottery Implementation, Waitlist, and Enrollment	3-Strong Evidence : The proposal provides clear procedures for conducting a random lottery if applications exceed available seats and describes how a waitlist will be created and maintained (pp. 23–24). The narrative also explains how families will be notified of seat offers and outlines the process for completing enrollment after the lottery is conducted, demonstrating a clear and organized system for managing admissions and waitlist procedures.
Board Member Information	3-Strong Evidence : The application provides complete information about the governing board, including member names, roles, and contact information, and describes the expertise and community representation of board members (pp. 24–25). The narrative demonstrates that the board includes individuals with relevant professional experience and community connections that support oversight and governance of the school.
Project Manager, Support Team, and Partner Organizations / ESPs	3-Strong Evidence : The proposal references shared services (e.g., HR, accounting) and ongoing instructional involvement from the Sandy campus, including cross-campus reviews. However, the application does not clearly define the operational or governance relationship between the replicated campus and the existing school, nor does it specify decision-making authority across campuses. This creates ambiguity regarding administrative control and organizational structure. The application describes leadership roles and responsibilities; however, it does not clearly identify a dedicated project manager or provide a fully defined structure for coordinating project implementation and accountability. Per interview - project leadership and support sufficiently described.
Charter School Autonomy and Authorizer Relationship	3-Strong Evidence : The application describes the school’s autonomy as a charter school and explains its relationship with the authorizer, including how governance and operational independence support the school’s mission and decision-making processes (pp. 24–25). The narrative demonstrates alignment with charter school autonomy principles and the authorizer oversight structure.
Quality Control and Accountability	3-Strong Evidence : The proposal references accountability structures and oversight processes intended to support school performance and compliance with authorizer and state requirements (pp. 25–26). The application provides detail describing the specific quality control mechanisms, performance agreements, or internal monitoring systems that will be used to ensure accountability for project implementation and student outcomes.

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Comprehensive Budget Narrative	3-Strong Evidence : The application includes a detailed budget narrative describing how CSP funds will support key project activities, including staffing, materials, and implementation supports aligned to the proposed educational model (pp. 26–27). The narrative provides justification for major expenditures and demonstrates alignment between the project activities described in the proposal and the planned use of grant funds, consistent with the expectations for a comprehensive budget narrative.
Planning vs. Implementation Phases	3-Strong Evidence : Clear, complete distinction between planning and implementation phases with separate line items and detailed narrative descriptions.
Personnel Costs	3-Strong Evidence : Clear, detailed explanation of all personnel roles, responsibilities, and justified allocation to planning or implementation periods.
Accountability for Funds	3-Strong Evidence : The application describes financial management practices that will support responsible oversight of grant funds, including internal financial controls and alignment with charter school financial oversight requirements (pp. 26–27). These processes demonstrate a clear approach to ensuring accountability and appropriate use of funds.
Post-Grant Sustainability	3-Strong Evidence : The proposal explains how the school will maintain financial stability after the CSP grant period by relying on per-pupil funding, enrollment growth, and ongoing operational budgeting aligned to the school’s replication model (pp. 26–27). The narrative provides a reasonable plan for sustaining the program beyond the grant period.
Innovative Charter Model	1-Evidence Provided: The application describes a STEM-focused instructional model that integrates science, technology, engineering, and mathematics through project-based learning and applied problem-solving experiences. The proposal explains how the model addresses growing community demand for STEM-focused education and expands access to the Beehive instructional approach for students in the Saratoga Springs area.
High-Quality High School Programs	1-Evidence Provided: Planned expansion to grade 9 by year 3 with intent to offer full K-12 program.
Meeting Rural Needs	0-No Evidence : Not serving rural students
Promotion of Educator and Community-Centered Models	1-Evidence Provided: The proposal describes strategies to engage educators and families in the school program and emphasizes community partnerships, family engagement activities, and educator collaboration to support student success.
Charter School/Traditional Public School Collaboration	0-No Evidence : No public school partnership