



State Charter School Board Satellite Application



Satellite School Application

1. Assurances Agreement

Print this sheet, complete and sign the spaces at the bottom, scan, and attach to the electronic application.

The following statements **MUST BE READ and VOTED on in an OPEN and PUBLIC MEEING PRIOR TO SUBMISSION**. The Board Chair of the eligible sponsoring school will sign as “The Applicant” on behalf of the entire governing board after a majority vote is taken and recorded in the minutes. Should the agreement be signed by someone other than the current Board Chair, the application package will be deemed Incomplete.

Name of Sponsoring School: Beehive Science & Technology Academy

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the satellite process or revocation after award. The governing board agrees to fully cooperate with audits and monitoring associated with the review of this application.

The Applicant acknowledges the entire Satellite Application was received by the school district in which the new school will be located.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter, and that the charter may be amended or modified by the SCSB authorized amendment process.

The Applicant acknowledges that the charter school governing board is subject to all Utah statutes regarding charter schools as well as all relevant federal, state and local laws, and requirements, and should be in compliance with such.

The Applicant acknowledges that the governing board understands the new school shall be held accountable to its own performance agreements with the SCSB.

The Applicant acknowledges that the governing board will submit any lease, lease-purchase agreement, or other contract or agreement relating to the new school’s facilities or financing of the facilities to SCSB for review and advice prior to entering into the lease, agreement, or contract.

The Applicant acknowledges that a physical site for the new school must be secured and under contract or appropriate permits obtained and ground breaking occurs no later than January 1 of the year the new school is scheduled to open.

The Applicant certifies that no later than 15 days after securing a building site, the governing board shall notify the local school district of the exact school location.

The Applicant acknowledges that if approved to operate a Satellite charter school, the Applicant must execute the charter amendment, specific to the Satellite school, within six months of the date of approval of the Satellite by the State Charter School Board.

The Applicant acknowledges that if approved to operate a satellite school, the Applicant must secure a building site within twenty-four months of approval or forfeit approval.

_____ Calvin Zulich

Name of Board Chair
(please print)

Signature of Board Chair /Date

2. School Entities Information

Name of Sponsoring School ('sponsoring school'): **Beehive Science & Technology Academy**

Name of Satellite School ('new school'): **Beehive Science & Technology Academy**

Purpose and Mission of the Satellite School: **At Beehive, students of diverse cultures achieve academic excellence and personal skills in a challenging and innovative STEM environment to become contributing global citizens.**

Name of School Representative: **Hanifi Oguz**

Contact information for School Representative: **801-576-0070 / principal@beehiveacademy.org**

Sponsoring School Location School District: **Canyons School District**

Satellite School Location School District: **Canyons School District**

Required Exhibits:

- List of individuals designated to receive founder status. Clearly indicate the percentage of students enrolled at the school for the past three years under founder preference.

*No students (0%) enrolled in Beehive Academy for the past three years have been enrolled under the "founder preference" exemption.

3. Governance Structure

In this section you will be providing information regarding the consistency in the governance structure between the sponsoring school and the satellite school. Answer the following question about the entity that will operate the satellite school by checking the appropriate box and completing any additional information requested.

Yes, the sponsoring school's Board will govern the new school.

Beehive Science & Technology Academy will be governed by the Board of Members, which will maintain active and effective governance in accordance with its adopted corporate bylaws that shall be consistent with the terms of this charter.

The board shall have five members as provided in the bylaws of the corporation. The existing board shall elect all board members. Any member of the community may refer a potential candidate to the board's nominating committee. The board will promote and utilize an open process prescribed in the bylaws and board policies to appoint new members to ensure broad representation of the communities served by Beehive. The Board of Governors shall, in its discretion, form committees in accordance with its bylaws and applicable law, to accomplish the objectives and responsibilities of the board and to ensure that the school meets achieves its mission and goals.

Each member of the board was carefully chosen for his or her passion and commitment to our mission, dedication to education, area of professional expertise, service to the community, and ability to support the vision and mission of Beehive. The board is as follows:

Name	Position	Current Charter Affiliations
Calvin Zulich	President	Beehive Science & Technology Academy
Sudha Kargi	Treasurer	Beehive Science & Technology Academy
Tarik Guney	Secretary	Beehive Science & Technology Academy
Rolland Lee	Board Member	Beehive Science & Technology Academy
Chris McCandless	Board Member	Beehive Science & Technology Academy

The board is fully responsible for the operation and fiscal affairs of Beehive in accordance with the Corporations Code.

- No, the sponsoring school’s Board will not govern the new school.
 - Provide a detailed description of the governance structure for satellite school, including appointed and elected members

Required Exhibits:

- A copy of current Bylaws/Operating Agreement

Appendix

- Minutes of the board of the sponsoring school authorizing application for Satellite.

Appendix

4. Education Service Providers

Does the sponsoring school have a relationship with an ESP?

- Yes (Complete Section A)
- No (Skip Section A)

Section A: Education Service Providers

- Yes, the contractual relationship the sponsoring school maintains with an ESP will continue with the satellite school.

What is the name of the ESP? Click here to enter text.

Required Exhibits:

- Copy of the service agreement as executed between the sponsoring school and the ESP.
 - No, the contractual relationship the sponsoring school maintains with an ESP will not continue with the satellite school.

5. Target Population and Enrollment

- By checking this box, I understand and agree that the target population of the new school may be different from the target population of the sponsoring school, however those differences must be addressed in responses to the questions below.
- By checking this box, I understand and agree that the enrollment policies of the new school must be consistent with state law and Board rule, and that enrollment of students cannot begin until the Satellite Application is approved.

The target population of Beehive Science & Technology Academy will be represented by various school districts. Currently, our existing school is a school of choice and 63% of students are from Canyons School District, 14% are from Jordan School District and 16% are from Granite School District areas.

Grades Requested for New School: K-5

Beehive Science & Technology Academy's program currently supports 450 of students, but we would like an opportunity to extend our school down into elementary grade levels. We have the infrastructure, resources and capacity to support such an expansion in the future years.

Projected Maximum Enrollment of New School/Expansion School 1167 including current 450 students cap.														
	Grades and Specific Number of Students Served by Grade													Max Enrollment
Year 1	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 20-21	100	100	100	100			80	75	75	50	50	50	20	800
# of Classrooms	4	4	4	4			3	3	3	2	2	2	1	32 Classrooms
Year 2	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 21-22	100	100	100	100	100		80	80	80	80	50	50	50	970
# of Classrooms	4	4	4	4	4		3	3	3	3	2	2	2	38 Classrooms
Year 3	K	1	2	3	4	5	6	7	8	9	10	11	12	
SY 22-23	100	100	100	100	100	100	81	81	81	81	81	81	81	1167
# of Classrooms	4	4	4	4	4	4	3	3	3	3	3	3	3	45 Classrooms

In the event that we are able to grow our programs into an elementary program, we may need to expand our enrollment numbers in the secondary level to support the elementary projections.

New School Calendar Type: Standard (Standard, Extended, or Alternative)

If Alternative, describe in ten words or less: Click here to enter text.

Instructional Days: 180 Target Start Date: 08/13/2020

Attach a clear, specific and concise response about the proposed target population. The expected page length for all five questions is no more than two pages.

- 5-1. Describe the population of the sponsoring school that includes a demographic profile listing the percentage of minority students, the percentage of students with disabilities qualifying for special education services, the percentage of economically disadvantaged students, the percentage of English Learners, academic performance of students entering the school, and distance travelled by current students.

The sponsoring school in the 2017-2018 school year had 37.8% minority students, 14.4% students with disabilities, 38.8% economically disadvantaged students and 2.9% English-language learners. The percentage of these subgroups is increasing and the initial placement tests show that students' achievement from these subgroups is limited in the beginning. Students from grades 6 and 7 show lower proficiency scores (these students are usually new students at Beehive). The majority of Beehive's students are from Canyons and Jordan School Districts. These students typically travel between 3 to 5 miles. For more information, please see the additional information pages.

- 5-2. Compare the description in 5-1 to the local school district of the sponsoring school.

Beehive is authorized under the law by the Utah State Charter School Board. In additional information pages, we have identified the state and local district demographics from the 2015-2016 and 2016-2017 Enrollment Counts, dated October 1. Generally, Beehive's student body reflects the makeup of the state of Utah. However, in comparison with the state and the local district, Beehive, on average, serves more economically disadvantaged students, as well as students with disabilities, as shown in the tables presented in additional information pages. There are very few STEM-focused elementary schools in the state, and none in our neighborhood. This option will be a great choice for the parents who want their students to be challenged in the STEM-focused school program.

- 5-3. Describe the intended target population of the satellite school, demonstrating a clear understanding of the students the school intends to serve including the percentage of students with disabilities qualifying for special education services, the percentage of economically disadvantaged students, the percentage of English Learners, whether the students will be primarily neighborhood or commuter, and current levels of academic performance.

As shown in the data for Beehive, the majority of current students are coming from the Canyons, Granite and Jordan School Districts. The satellite school will have similar trends since we plan to be in the same localities while targeting the same communities. The satellite school will have similar characteristics as the sponsoring school with more minority students and students with disabilities than

the neighboring school districts (Canyons, Granite and Jordan School Districts). The initial achievement levels of students will be below the district averages due to the demographic characteristics. However, with the effective programs, caring staff and intervention programs, new students should show a steady growth and surpass the district and state averages within the first three years.

5-4. Compare the description in 5-3 to the local school district of the satellite school, if different than 5-2.

The satellite school will be in the same school district and city location. Beehive currently receives most of its new students from 6th and 7th grade since these are the grades after elementary school in the Canyons, Granite and Jordan School Districts. As shown in the chart in the additional information pages in section 5, the proficiency for 6th and 7th grade is very low and actually declined from 2017 to 2018 in some areas. As is well known, the proficiency shows the current level of achievement in Beehive students and incoming students is low, and it is also clear from the chart that their achievement level is rising in the following grades (8th, 9th and 10th grades). This chart shows that students at Beehive improve over the years and close the gap, and their averages go above the state averages.

5-4. Describe the market analysis that supports the successful enrollment of the projected student count from the target population. Include what makes this school unique or needed.

The data in additional information pages shows that Beehive is very successful in improving students' learning within a few years when they stay at the school. This makes Beehive an attractive choice for minority and economically disadvantaged students and students with disabilities. Beehive achieves this through its rigorous academic programs, intensive support programs and effective evidence-based instructional strategies that utilize student achievement data to inform the instruction with its STEM and college preparatory focused curriculum. Simply stated, Beehive serves Utah and the country by closing the achievement gap in STEM areas. Beehive achieves this by providing access and support to under-represented groups of students.

Beehive Science & Technology Academy's market analysis supports the successful enrollment of the – projected student count due to the following reasons:

The demand is high as Beehive is a unique STEM school in Sandy City. Beehive is a platinum-level STEM school (the highest designation possible by the Utah State Board of Education and the STEM Action Center), rated an "A" school in the state by the Utah Board of Education, is a Best of State winner in multiple categories, is an Apple Distinguished School (as of September 2018, Beehive was the only Utah school to be recognized as such), ranked as the 3rd best school in Utah by Niche, was named Utah Charter School of the year in 2016 by UAPCS, and was the 4th highest AP tests passing school in 2017.

Beehive has a great track record supporting subgroups in the community with around 38% ethnic minority, 15% special education and 39% economically disadvantaged students.

Beehive Science & Technology Academy provides a unique experience to its students as it continues to provide a highly regarded STEM education program that embodies the following:

- A data-driven instruction community
- College preparatory programs with CE, AP and CTE programs
- Project-based learning and technology integrated learning throughout its academic programs
- Adopted the Home Visit Program

- Mentorship and anti-bullying school programs
- The goal is to establish a K -12th grade level vertical articulation that supports all learners with a low teacher-to-student ratio
- STEM programs and after-school enrichment programs

The team-teaching method that we plan to utilize in the satellite elementary school provides some critical benefits including:

- Teachers will have specialized knowledge in the subjects they teach
- More focused professional development and better collaboration between teachers
- Shared responsibility of classes and working as a team to improve students' outcomes
- Students can experience different teaching techniques and methods between teachers

There will be special subjects taught by the subject specialists that will instill interest and skills in students. Depending on the teachers and schedule availability, art, music, PE, computer, STEM and world languages will be offered to students. This will also allow core teachers to gain an hour of prep time every day, which will improve their preparation and planning.

5-5. Describe the intended enrollment practices, processes, and policies of the new school.

The policies and procedures will be same for the satellite school as they are for the sponsoring school.

The policy and procedures are in the school website and can be accessed through <http://www.beehiveacademy.org/the-academy/enrollment-policy>

The enrollment period will be advertised online and through flyers, posters in prominent locations throughout the community, during informational meetings for parents, and announced on the school's website. Beehive also will attempt to advertise through local media as the school's budget permits. In the event that the enrollment deadline is extended due to available space, the revised deadline to apply will also be announced to the community using similar venues.

5-6. Describe the enrollment timeframe that will be implemented by the new school, to be shared with the public.

As in previous years, enrollment at Beehive Science & Technology Academy will begin on December 6, 2019. If a lottery is needed, it will be determined on February 6, 2020. If a lottery is needed, it will be held on February 7, 2020. Beehive's enrollment typically closes March 1. The public website will list the date that enrollment closes for the school year, if applicable. Additional outreach will include broad-reach media channels covering all geographies as well as reaching out to diverse students and families. The campaign will include sharing information through direct mail, informational sessions, school tours, Beehive's website, media outreach, email/telephone campaigns, referral/word-of-mouth and through social media search engines.

6. Facility Acquisition for New School

Attach the following information regarding the proposed location of the new school.

6-1. Identify the proposed municipality of the new school.

Beehive is the only charter school in the Sandy City vicinity. Beehive would like to streamline its program from K to 12 to better address the needs of its students by introducing the STEM programs as early as kindergarten. The need for a charter school for elementary students in the surrounding districts is paramount, and most elementary charter schools have an extensive waiting list. Parents are looking for different options for their children to be better prepared for career and colleges. As a platinum-level STEM school, Beehive will be in high demand by elementary school students in neighboring districts, specifically in the Sandy City areas. With Silicon Slope booming in Utah and the need for STEM-skilled job forces on the rise, demand for an elementary school focused on STEM education will be a great choice for the community.

Beehive's elementary program will have a strong emphasis on science, technology and math programs. With the team-teaching method, teachers will be able to focus more and be better prepared to teach these subjects.

Sponsoring School Location School District: **Canyons School District**

Satellite School Location School District: **Canyons School District**

6-2. Attach renderings or describe the facility size and layout suitable for implementing the Educational Plan.

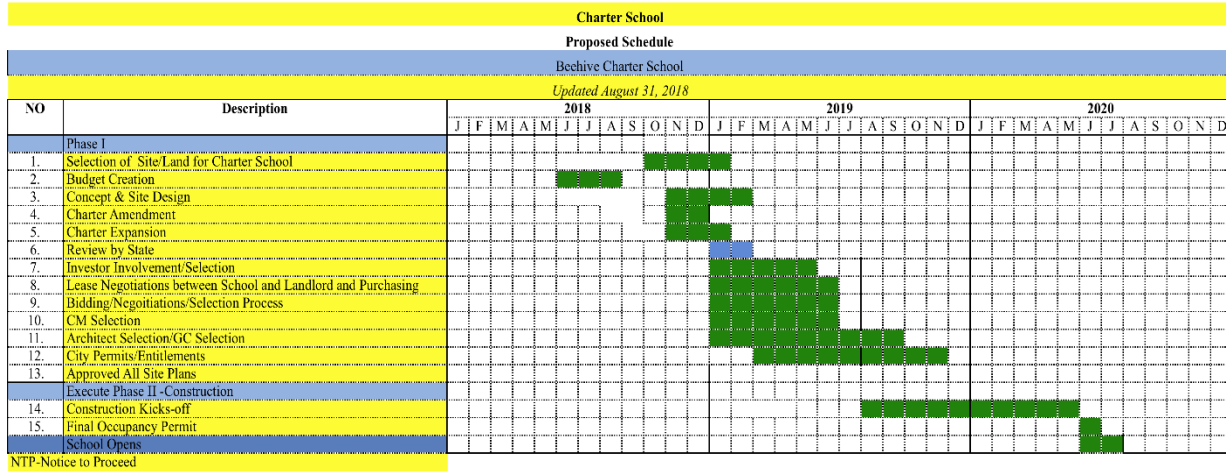
We anticipate that we will need:

- 45 core classrooms
- Office space for the CEO, director, intervention/resource specialist, business manager and front office (admin/clerical), health room and other student services areas
- Lunch/auditorium/multi-purpose room
- Outdoor play space
- (Ideally): a library, computer lab, tinkering lab, science labs, family/community resource center, and teacher meeting/work space

By the time we reach full capacity with 1,167 students enrolled, we anticipate we will need around 45 core classrooms, plus an expansion of the office, lab, multi-purpose and resource facilities and a gymnasium.

6-3. Describe the timeline for acquiring a suitable facility by the start date identified in Section 5.

An RFI meeting was held on October 10, 2017 to meet with potential developers, and an RFP is in development to identify a developer to purchase a land design, build a building and lease it to the school.



7. Educational Plan

Attach a clear, specific, and concise response regarding the Educational Plan. The expected page length for all questions is approximately two pages.

- By checking this box, I understand and agree that the Educational Plan of the new school must be consistent with and fully aligned to the Utah Common Core standards. Please describe deviations in the narrative, if applicable.
-

7-1. Provide a description of philosophical approach to improving pupil achievement which will be used at the satellite school? Is this the same as the sponsoring school?

We believe education is not simply about drilling students to learn concrete facts and skills found in standardized tests, but rather that a 21st century STEM education, in order to be truly successful for both students and our nation’s future, must emphasize aptitudes such as problem-solving, critical and creative thinking, inquiry, collaboration, communication and invention in all aspects of science, technology, engineering and mathematics. While these aptitudes necessarily depend on a foundational knowledge base that is detailed in content standards, we believe the strongest value in education is learning *how* to learn. Thus, our overarching goal is to ensure that as each student masters the new core standards across each discipline, we also develop each individual student's confidence and passion for learning. Students will acquire knowledge by *doing* and *experiencing* learning through hands-on, personalized inquiries and expressions of learning through a highly engaging project-based learning model that emphasizes critical thinking and problem-solving abilities crucial for success in secondary school, college and the global workforce. Both the sponsoring and satellite school have this approach.

- 7-2. Describe the program of instruction to be used at the satellite school, including methods of instruction and curriculum for the core academic content areas, which supports this philosophy and aligns to Utah Core Standards. Is this the program of instruction used at the sponsoring school? If not, explain the differences.

We believe learning best occurs when:

1. Students feel safe, nurtured and supported in a caring school environment with clear, fair and consistent expectations for student and adult conduct.
2. Students and adults are all expected to joyfully push their own limits, with appropriate guidance and enthusiastic support.
3. Instruction is authentically child-centered and presented in a meaningful context that is relevant to students' lives. (Brooks and Brooks, 1999.)
4. Students are active, not passive learners. True mastery of content best occurs when students are given the means to explore, question, solve problems, reflect, make mistakes, try again and demonstrate their knowledge.
5. Teachers have ample resources, including time, training and coaching, to develop their skills and talents.
6. Data is used consistently, continuously and effectively to adapt curriculum to individual student's needs.
7. "Collaboration, cooperation and communication skills are valued." (Howard Gardner, *Multiple Intelligences: New Horizons*, 2006.)

Beehive's integrated and balanced instructional approach will provide a standards-based curriculum that is both skills-based and hands-on, in order to ensure each and every student meets our high expectations for success, well beyond achieving proficiency on state standards. We emphasize mastery of content over proficiency – authentic understanding and the ability to apply learning, in context, across realms.

The instruction at Beehive starts first with the state standards which drive the creation of lesson plans and the assessment of both student and teacher achievement. Beehive's teachers will collaboratively plan units of study using the backward design guidelines described in "Understanding by Design" (Wiggins & McTighe, 1998). This strategy advises teachers to "begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – before proceeding to plan teaching and learning experiences?" There are three steps to this process: *Identify desired results, Aligning Assessments to the Desired Results, Differentiating Instruction to Meet the Needs of All Learners.*

As teachers implement their lesson plans, they will continuously be assessing their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program will be driven by student data gathered by the teachers themselves in order to make informed decisions about assessment, curriculum, pedagogy and student services.

The methodologies we will employ to ensure our students will master the content standards are Project-Based Learning, Exploratory Learning and Social-Emotional Learning. Elementary school teachers will explore the team-teaching method that enables subject specialization starting from 3rd grade. Namely, a teacher will be teaching math and science and the other team teacher will be teaching English to the same students.

- 7-3. Describe how the satellite school will provide, as required by state and federal law, special education and related services. Is this the same process used at the sponsoring school? If not, explain the differences.

Our integrated instructional approaches are all intended to ensure that each and every student's individual learning needs and learning styles are a central focus in the learning process at Beehive. Our mastery-based approach ensures that students will progress at their own pace, receiving targeted support and instruction as needed to ensure they master content before moving on.

Beehive will comply with all regulatory special education requirements of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR).

Per federal law, all students with disabilities will be fully integrated into the programs of Beehive, with the necessary materials, mandated services, and equipment to support their learning. Beehive will meet all the requirements mandated within a student's Individual Education Plan (IEP). The school will include all special needs students with non-disabled peers to the maximum extent appropriate according to their IEPs.

The chosen special education service provider could also be responsible for a number of areas including Assessments, Behavioral Support, Clinical Services, Compliance/Administration, Related Itinerant Services and Designated Instructional Services (DIS) and Special Education Instruction.

Currently, our special education department has a director, some teachers and several para-educators. The related services like psychology, counseling, nurse, speech etc. are contracted out to certified providers. We are planning to have a similar structure in the satellite school, where we will have a special education director that oversees all schools and appropriate number of special education teachers and para-educators and related services to be contracted out.

- 7-4. If the satellite school intends to serve a high school population, identify the graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit. Are these the same requirements, processes, and criteria as the sponsoring school? If not, explain the differences.

N/A

|Beehive Science & Technology Academy's satellite school will be a K-5 school.

- 7-5. List the *Contractual Agreement Goals* of the sponsoring school and describe the school's performance against the goals. Include goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or Exhibit A (if charter agreement was signed in June 2016 or later). If the school is not meeting all of its goals, describe the governing board's corrective action plan.

Beehive Science & Technology Academy was compliant to achieve these goals in last academic year.

BEEHIVE SCIENCE & TECHNOLOGY ACADEMY SCHOOL ACCOUNTABILITY MEASURES GUIDELINES

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
1-2 Mission Specific	Percentage of students who will create a video/presentation/website of their projects to be shared through the digital platforms.	>80%	>70%	<60%	<50%
1-2 Mission Specific	Percentage of students who will complete an inter-disciplinary STEM project.	>80%	>70%	<65%	<55%
Relative	Percentage of students who will be proficient in Math in State standardized tests after attending Beehive for 3 full consecutive academic years.	>3% above state average of Math proficiency	>State average of Math Proficiency	<5% below state average of Math proficiency	<10% below state average in Math proficiency
Student Gain	Percentage of graduates who attend Beehive for 3 full consecutive academic years who will have completed at least one advanced course (e.g., AP, Concurrent Enrollment, CTE Courses).	>70%	>60%	<50%	<40%

2016-2017 SCHOOL ACCOUNTABILITY MEASURES SUMMARY

Measure	Metric	DATA		TARGETS
Mission Specific	Percentage of students who will create a video/presentation/website of their projects to be shared through the digital platforms	84%		EXCEEDED >80%
Mission Specific	Percentage of students who will complete an inter-disciplinary STEM project.	91%		EXCEEDED >80%
Relative Academic Performance	Percentage of students who will be proficient in Math in State standardized tests after attending Beehive for 3 full consecutive academic years.	BSTA	65% proficient	EXCEEDED >3% above state average in Math proficiency
		State	46% proficient	
Student Academic Gain	Percentage of graduates who attend Beehive for 3 full consecutive academic years who will have passed at least one advanced course (e.g., AP, Concurrent Enrollment, CTE Courses).	100%		EXCEEDED >70%

Required Exhibit:

- Menu of course offerings including course titles and brief descriptions (for schools offering grades 9-12 only).

N/A

- RDA scoring letters and EPR letters.

Appendix

- Executive summaries from UPIPS review for the past three years, if applicable.

Appendix

8. Employee Plan

- By checking this box, I understand and agree that the employee policies of the new school should be consistent with state and federal laws, including, but not limited to, background check requirements, qualifications for positions, employee evaluation requirements, and the handling of employing relatives.

- 8-1. Provide summary descriptions of administration, teachers, and other staff to be hired at the new school.

All employees of the charter school shall be employees of Beehive Science & Technology Academy, an equal employment opportunity employer. Unlawful discrimination or harassment based on race, color, religion, sex, gender identity, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, sexual orientation, genetic information, or any other characteristic protected by state or federal law is strictly prohibited.

Beehive Science & Technology Academy Satellite Project Employee Plan

Our new satellite elementary school will be staffed similar to our current school consisting of (phased in as student population grows):

- 1.) Elementary site director
- 2.) Assistant principal
- 3.) Special education teachers (number of special education teachers is dependent on number of special education students)
- 4.) One teacher for each classroom/each grade level
- 5.) Art teacher
- 6.) Music teacher
- 7.) PE teacher
- 8.) Computer teacher
- 9.) STEM teacher
- 10.) Para-educators (numbers as per need)
- 11.) Secretaries (2)
- 12.) Cafeteria workers
- 13.) Counselor (shared)

Shared resources between satellite and sponsoring school:

- 1.) Executive director
- 2.) Business manager
- 3.) IT director
- 4.) SPED director
- 5.) Title programs director
- 6.) Nutrition director
- 7.) Psychologist
- 8.) OT
- 9.) Counselors (2)
- 10.) Speech services
- 11.) Parent communication liaison
- 12.) Custodial
- 13.) Outreach and PR

9. Business Plan

The **Financial Performance Standard** gauges both near-term financial health and longer term financial sustainability. A sponsoring school that receives one or more “Falls Far Below Standard” and/or two or more “Does Not Meet Standard” on the CSPS financial performance expectations does not meet the SCSB’s expectations and must submit additional information as part of its application.

Answer the following questions regarding the financial performance of the sponsoring school by checking the appropriate box and completing any additional information requested.

Does the financial performance of the sponsoring school meet the SCSB’s financial performance expectations?

- Yes (Skip Section B)
- No (Complete Section B)

Section B: Business Plan for Satellite

Attach a clear, specific, and concise response regarding budgets and finances.

Required Attachments:

- **Financial Performance Information:** Address each Financial Performance Metric measure where the sponsoring school received a “Falls Far Below Standard” or “Does Not Meet Standard.”
- **Start-Up Budget:** Provide a budget to cover expenses projected to occur during the start-up period (Until August 1 of the year the school opens).
- **Three Year Operational Budget:** Provide a budget to cover expenses projected to occur during the first three years of operation.
- **Assumptions:** For each budget, provide a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining for those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start-up period and first three years of operation.

Note: Templates for the Budgets are provided as separate Excel files.

10. Startup and Implementation Grant Application

The purpose of the Start Up and Implementation Grant is to provide financial assistance for planning, program design, and initial implementation of new charter schools, including satellite and replication campuses. A replication or satellite school is authorized to receive a minimum of \$137,500 and maximum of \$200,000, based on enrollment (see table) and eligible funds, distributed over three years. Funding is based on projected and actual enrollment and paid out in two payments of 50% at the start of the year and again at mid-year.

The Startup and Implementation Grant is based on UCA §53A-1a-513.5 and USBE Rule R277-470-5.

	Base for up to 200 students	Pupil Unit for students 201-599	Maximum Allocation for 600+ students
Startup	\$75,000	400 x \$85	\$100,000
Implementation 1	\$50,000	500 x \$42.50	\$71,250
Implementation 2	\$12,500	600 x \$42.50	\$25,000
TOTAL	\$137,500		\$196,250

Complete the Startup and Implementation section if the school wishes to be considered for Startup and Implementation funds. Do not include this section with the application if the school does not wish to be eligible for these grant funds.

Grant Assurances

Grant funds may only be used for the following:

- *Post-award planning and design of the educational program;*
- *Research-based professional learning activities for teachers, staff, and board;*
- *Informing the community about the school;*
- *Acquiring necessary equipment and educational materials and supplies;*
- *Acquiring, developing or aligning curriculum, and;*
- *Other initial operational costs, such as:*
 - *Costs associated with creating and implementing office functions;*
 - *Costs associated with the installation of computers, data systems, networks, and telephones;*
 - *Personnel expenses incurred either before or after the school's opening (not to exceed a total of \$5,000 per month); and*
 - *Rental or occupancy costs for the school facility for a reasonable period of time in preparation for the school's opening.*

The board understands that:

- Funding is based on projected authorized enrollment and corrected after the October 1 membership count.
- No funding level is guaranteed.
- If the school's October 1 enrollment falls below the projected enrollment, then the school may lose all or part of the 50% of remaining allocated funds depending on actual enrollment numbers.
- The school shall participate in monitoring activities, including attendance at mandatory trainings and compliance with statute and rule. Failure to comply may result in a loss of funds.
- A budget report on the expenditure of grant money is due to the SCSB at the end of each year and a final report is due at the end of the 2nd implementation year.
- Should the charter school change to non-charter status within ten years of receiving grant funds, grant funds must be reimbursed to SCSB.

Board Chair Signature

Date

Budget - List total dollar amount required by category

As long as the total amount budgeted in each category is the same at the end of the fiscal year, SCSB approval is not needed. However, if the school chooses to increase or decrease a category total, a new budget must be approved by the school's governing board and by SCSB staff.

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2	Total
Salaries (100)	\$53400	\$53400	\$22250	\$129050
Benefits (200)	\$6600	\$6600	\$2750	\$15950
P & T Services (300)	\$	\$	\$	\$
Property Services (400)	\$	\$	\$	\$
Other Services (500)	\$	\$	\$	\$
Travel (580)	\$	\$	\$	\$
Supplies and Materials (600)	\$30000	\$11250	\$	\$41250
Property (700)	\$10000	\$	\$	\$10000
Total	\$100000	\$71250	\$25000	\$196250

Budget Details – List details of items to be purchased by category

Budget Categories	Startup Year	Implementation Year 1	Implementation Year 2
Salaries (100)	Salaries of the staff members who will work towards the satellite project	Staff members of the satellite school	Staff members of the satellite school
Benefits (200)	Benefits of the staff members who will work towards the satellite project	Staff members of the satellite school	Staff members of the satellite school
P & T Services (300)			
Property Services (400)			
Other Services (500)			
Travel (580)			
Supplies and Materials (600)	Networking devices, phone & sound systems, IPADs and other devices	Networking devices, phone & sound systems, IPADs and other devices	
Property (700)	Computers and other technological devices		

ADDITIONAL PAGES FOR MORE INFORMATION**SECTION 5**

Current Demographics:

Percentage of Beehive Science and Technology Academy Students	2015-2016	2016-2017		2015-2016	2016-2017
American Indian/Alaskan Native	1.5	7.7			
Asian	10.4	19.3	Percentage of Students with Disabilities	19.8	17.2
Black, Non-Hispanic	2.2	1.6			
Hispanic	13.2	14.2	Percentage of Economically Disadvantaged Students	28	42.3
Native Hawaiian /Pacific Islander	2.8	3.7			
Multiple Race/Ethnicity			Percentage of English Language Learners	3.4	2.3
Total	30.2	46.7			

Current demographics compared to other charter schools in Utah:

Percentage of Local Schools' Minority Report (All Charter Schools in Utah)	2015-2016	2016-2017		2015-2016	2016-2017
American Indian/Alaskan Native	0.52	0.52			
Asian	2.45	2.60	Percentage of Students with Disabilities	12.04	12.55
Black, Non-Hispanic	1.55	1.56			
Hispanic	16.59	17.52	Percentage of Economically Disadvantaged Students	30.21	31.71
Native Hawaiian /Pacific Islander	1.50	1.43			
Multiple Race/Ethnicity	3.1	3.22	Percentage of English Language Learners	3.61	4.07
Total	25.71	26.85			

Demographic Data of Utah State:

Percentage of Utah Minority Report	2015-2016	2016-2017		2015-2016	2016-2017
American Indian/Alaskan Native	1.08	1.04			
Asian	1.67	1.67	Percentage of Students with Disabilities	11.35	11.56
Black, Non-Hispanic	1.40	1.42			
Hispanic	16.77	17.02	Percentage of Economically Disadvantaged Students	34.67	35.23
Native Hawaiian /Pacific Islander	1.55	1.57			
Multiple Race/Ethnicity	2.49	2.69	Percentage of English Language Learners	6.15	6.71
Total	24.96	25.40			

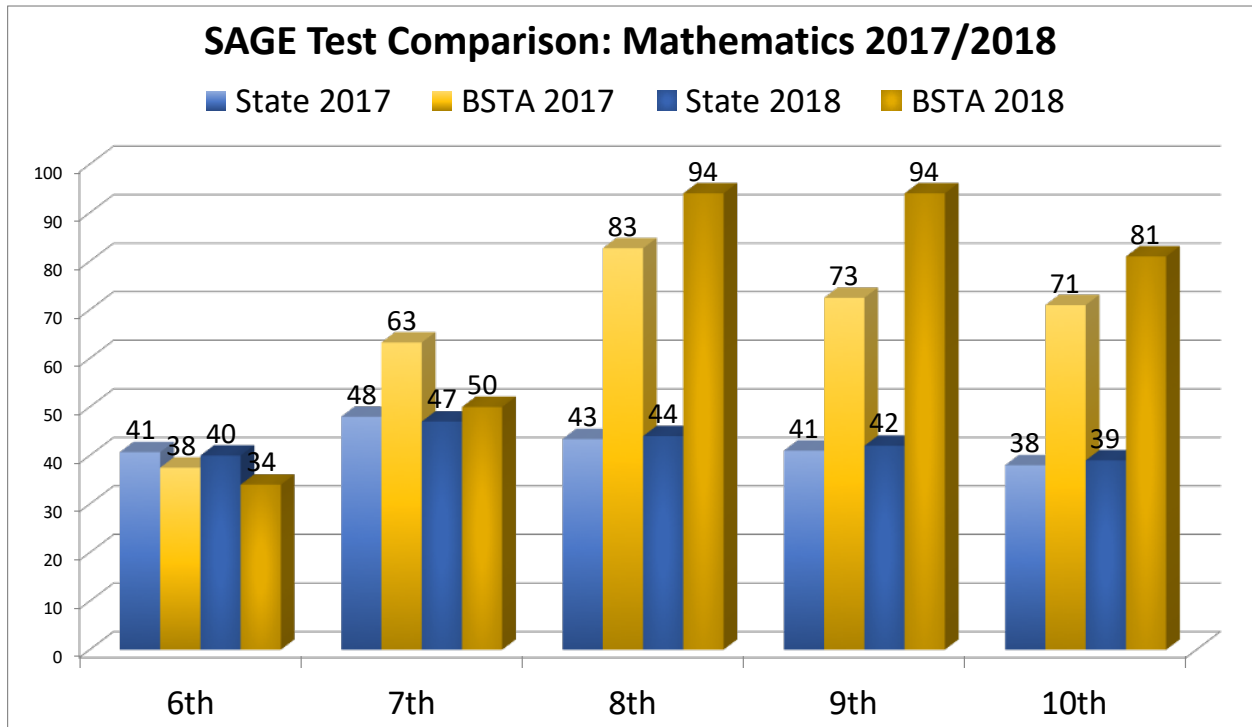
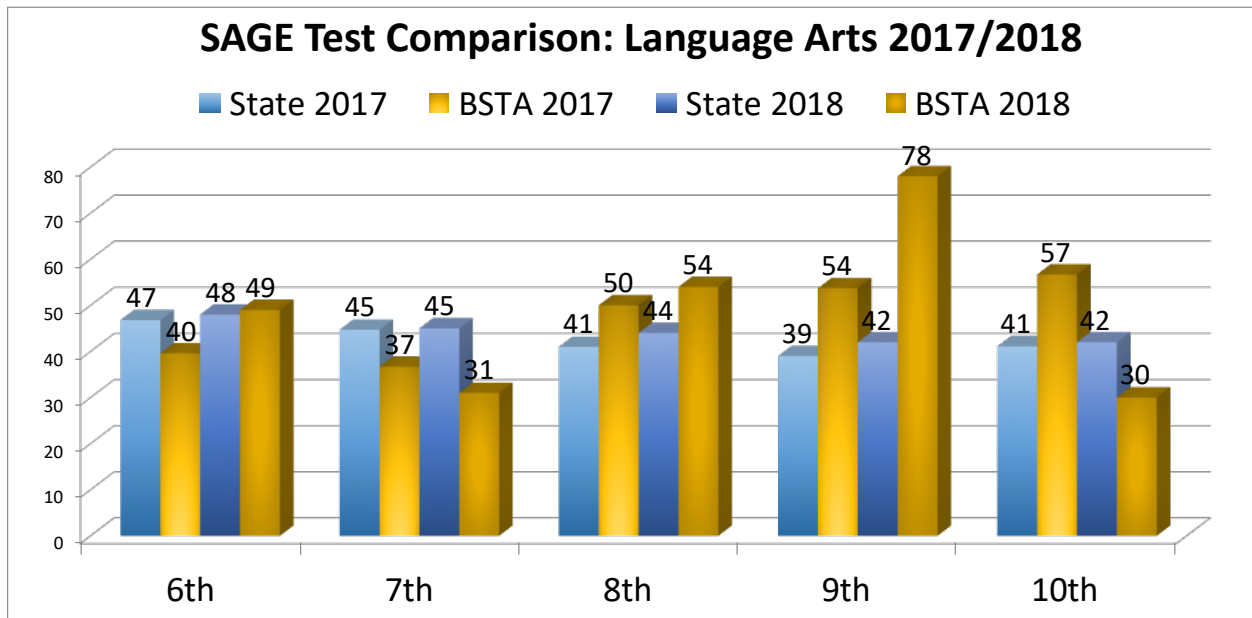
Source of Data: <https://www.schools.utah.gov/superintendentannualreport>

Demographic data comparison of Canyons and Beehive:

Percentage of Beehive Science and Technology Academy (BSTA) & Canyons School District (CSD) Students					
	2015-16	2016-17		2015-16	2016-17
American Indian/ Alaskan Native	BSTA 1.5%	BSTA 0.32%	Percentage of Students with Disabilities	BSTA 19.8%	BSTA 17.2%
	CSD 0.42%	CSD 0.42%		CSD 9.76%	CSD 9.92%
Asian	BSTA 10.4%	BSTA 16.99%	Percentage of Economically Disadvantaged Students	BSTA 28%	BSTA 42.3%
	CSD 2.28%	CSD 2.22%		CSD 30.63%	CSD 31.31%
Black, Non-Hispanic	BSTA 2.2%	BSTA 2.24%	Percentage of English Language Learners	BSTA 3.4%	BSTA 2.3%
	CSD 1.42%	CSD 1.56%		CSD 5.14%	CSD 6.14%
Hispanic	BSTA 13.2%	BSTA 14.74%			
	CSD 15.86%	CSD 16.14%			
Native Hawaiian /Pacific Islander	BSTA 2.8%	BSTA 0.64%			
	CSD 1.19%	CSD 1.24%			
Multiple Race/Ethnicity	BSTA 1.01%	BSTA 2.88			
	CSD 4.62%	CSD 4.69			

Source of Data: <https://www.schools.utah.gov/superintendentannualreport>

Beehive Students Achievement Data:



APPENDIX