

Paradigm Charter Schools

State:

Utah

PR Award Number:

S282A240002

Duration (Years):

2 Years

Year 1 Funding:

\$772,130

Total Expected Funding:

\$2,000,000

Address:

11577 S 3600 W
So Jordan, UT 84095

Grades Served: 6-12**Director/Principal Contact:**

Fernando Seminario

Director Email:

director@paradigmschools.org

Director Phone:

(801) 676-1018

Paradigm's educational model centers around the student, is discussion-driven, and grounded in classical liberal arts instruction. Scholars are taught and encouraged to lead discussions, ask meaningful questions, and express and explore their own understanding, reinforcing agency and ownership of learning. Paradigm cultivates a safe and inclusive environment where scholars and families collaboratively design the educational experience. The school offers diverse learning opportunities that extend beyond core academics. Scholars engage in experiential projects such as simulations, arts and music programs, science and math labs, and cultural activities that complement discussion-based instruction. Service learning is a central component of the curriculum, providing structured opportunities for scholars to contribute meaningfully to the community, such as volunteering at local senior centers, participating in service projects, or helping to organize community events. These experiences reinforce leadership, civic responsibility, and ethical development while connecting classroom learning to our community.

Goal 1 - Professional Development and

Integration of 6th Grade Teachers: By July 30, 2028, 100% of newly hired 6th grade teachers will complete Paradigm's "New Mentor Training" course in Canvas, and each new teacher will be paired with a qualified coach to participate in Paradigm's cutting edge coaching program throughout the year.

Goal 2- Enrollment Targets for 6th Grade

Expansion : Achieve enrollment of at least 50% of Paradigm's 6th grade capacity of 100 scholars by October 1, 2026, and reach 70% capacity by October 1, 2027, through targeted outreach strategies including open houses, community events, and partnership with local homeschool networks.

Goal 3-6th Grade Academic Growth: All incoming 6th grade students will complete a standards-aligned diagnostic pre-assessment in English Language Arts (ELA) and Mathematics within the first 60 days of enrollment. Scholars will complete a mid-year benchmark assessment in December or January and a post-assessment in May using the same or vertically aligned assessment tool.



PARADIGM HIGH SCHOOL
Charter School Program (CSP) Grant Application
Planning & Implementation Proposal for Sixth Grade Expansion

Paradigm High School
11577 S 3600 W, South Jordan, UT 84095
(801) 676-1016
www.paradigmschools.org

Primary Contact Person:
Name: Allison Tran
Title: Project Leader
Email: atran@paradigmhigh.org
Phone: 801-676-1018 ext 316

Grant Type: Utah Charter School Program Grant
Project Focus: Expansion of Paradigm Prep to Include Sixth Grade

Submitted: March 2, 2026

1. Executive Summary

At Paradigm, students are mentored in how to think and not what to think through a classical, discussion-based education that builds confidence, curiosity, and lifelong learning skills. To extend this impact, Paradigm seeks CSP funding to expand its successful 7th through 12th grade model to include 6th grade, advancing two priorities: expanding early access to an exceptional education and meeting strong family demand for earlier entry.

Families consistently identify 6th grade as a critical transition year when students benefit from strong academic foundations, mentoring relationships, and a safe, engaging environment. Launching a 6th grade program will allow students to enter Paradigm's Socratic, mentoring-based model sooner, strengthening literacy and math readiness, deepening belonging, and creating a seamless pathway into secondary education. This expansion directly responds to enrollment demand, waitlists, and ongoing community feedback.

The project is guided by clear, measurable goals. New 6th grade teachers will receive intensive training and ongoing coaching to ensure instructional quality and consistency. The school will meet phased enrollment targets through targeted outreach and family engagement. Most importantly, students will achieve strong academic growth in English Language Arts and mathematics through structured assessments, daily targeted support, and individualized mentoring.

As a public charter school aligned with ESEA § 4310(2), Paradigm combines accountability with meaningful autonomy. The school is tuition-free, open to all students, and held to rigorous academic, financial, and organizational standards, while retaining flexibility to implement its classical curriculum, mentoring systems, and student-centered practices.

Strong governance ensures this autonomy is paired with transparency and responsibility. An independent Board provides oversight, while the authorizer conducts ongoing performance reviews. Established fiscal controls and operational systems demonstrate readiness for sustainable expansion.

CSP funds will support one-time startup needs such as curriculum development, instructional resources, and initial staffing support. Long-term sustainability will be ensured through enrollment-based funding and responsible budgeting. By supporting this expansion, the grant will open the door earlier for students to experience a transformative educational model that fosters intellectual growth, strong character, and a lasting love of learning.

2. Educational Model

Proposal: Academic Design for 6th Grade Expansion

Paradigm Schools is expanding its 7th through 12th grade program to include 6th grade, forming a full Preparatory School (grades 6–8). This expansion strengthens access to Paradigm’s classical, mentoring-based model, allowing students to engage with its Socratic, liberal arts approach at a formative stage, thus allowing learning to become a seamless experience. Earlier enrollment fosters stronger peer connections, smoother transitions, and deeper alignment with the school’s mission to develop curious, confident, and responsible scholars.

Each part of the educational model followed by Paradigm has been considered in the overarching goals the school has for this expansion. These goals support the educational model and vice versa.

Goal 1: Expand Early Access to exceptional education

Paradigm Schools will launch a 6th grade program to provide families earlier access to its classical, mentoring-based educational model. This includes access to educational tools that will enhance the learning experience

Goal 2: Meet Family Demand

Paradigm will add 6th grade capacity to respond to parent demand, measured by enrollment growth, reduced waitlists, and positive family feedback.

Educational Model

Paradigm’s educational model centers around the student, is discussion-driven, and grounded in classical liberal arts instruction. Educators, called “mentors,” guide students, called “scholars” through inquiry-based learning, Socratic discussions, and experiential projects that emphasize critical thinking, ethical reasoning, and personal reflection and writing. In the Seminar program - similar to a homeroom - English and Social Studies are integrated through original-source texts, hands-on simulations, debates, and collaborative projects. Scholars are taught and encouraged to lead discussions, ask meaningful questions, and express and explore their own understanding, reinforcing agency and ownership of learning.

Paradigm cultivates a safe and inclusive environment where scholars and families collaboratively design the educational experience. Parents are recognized as primary educators and actively participate in academic choices for their child alongside mentors and administrators. Our Special Education team employs a flexible, individualized approach, integrating parents, teachers, and specialists to craft plans that meet each

scholar's specific learning needs while promoting inclusion in the broader classroom community. Each scholar who works with the Special Education department knows that they are supported and encouraged to own their learning experience.

The school offers diverse learning opportunities that extend beyond core academics. Scholars engage in experiential projects such as simulations, arts and music programs, science and math labs, and cultural activities that complement discussion-based instruction. Service learning is a central component of the curriculum, providing structured opportunities for scholars to contribute meaningfully to the community, such as volunteering at local senior centers, participating in service projects, or helping to organize community events. These experiences reinforce leadership, civic responsibility, and ethical development while connecting classroom learning to our community.

As unique as the educational model of the school are some of our school wide initiatives. Each year, the school hosts a school-wide simulation of an imaginary situation. Led by scholars and supported by mentors, scholars have the opportunity over the course of 3 days to figure out how to negotiate each challenge presented in this imaginary world.

The National Honor Society chapter hosts Service Days in November, where scholars participate in various service projects for local non-profit organizations such as YWCA, Boys and Girls Club and Solstice Senior Living. Families of scholars and community members are invited to participate in this project.

Paradigm Schools also participates in a Charity Month where all activities lead toward supporting a charity of the scholars' choice. In the past we have raised funds for a charter school burned in the LA fires, Hearts Knit Together charity, Intermountain Healing Hearts and many more.

a and b. Supports for Math and ELA Growth

Paradigm provides intensive, daily support in both math and ELA through a shortened-style anchor class dedicated to a specific subject each day. Scholars work on targeted skills using proven digital platforms, including IXL Math and FlowFluency, allowing for personalized practice and progress monitoring. Mentors and para-professionals provide real-time guidance, ensuring that students master key concepts and receive additional support as needed.

- Math: Scholars engage in focused instruction and guided practice, supplemented with small-group interventions for those below grade level and optional enrichment challenges for advanced learners. Over the past two months, Paradigm has observed a 7% improvement in knowledge and understanding in

math, demonstrating the effectiveness of this targeted approach.

- ELA: During ELA-focused sessions, scholars develop reading comprehension, analytical writing, and vocabulary skills through original texts, discussion, and guided practice. Mentors provide individualized feedback and support, while para-professionals reinforce learning for students needing additional help.

Paradigm also has a Book Challenge for those scholars who desire a well-rounded and inclusive selection of classic literature from around the world. These titles and adjoining activities are available for every scholar, parent and staff member to participate in, and finishers of the challenge are recognized at the school.

This structured daily support, combined with ongoing formative assessments, ensures measurable growth in both subjects and helps scholars develop confidence, academic independence, and mastery of grade-level skills.

c. Growth Plan and Enrollment Strategy

The Preparatory School will serve grades 6–8, complementing the existing high school. Projected enrollment is:

- 2025–26: Grades 7–12 – 380 students
- 2026–27: Grades 6–12 – 430 students
- 2027–28: Grades 6–12 – 500 students
- 2028–29: Grades 6–12 – 580 students

To meet targets, Paradigm employs targeted outreach to homeschool networks, charter-friendly communities and feeder schools, along with school tours, family engagement nights, social media campaigns, and a third-party lead follow-up company. This proactive strategy ensures consistent enrollment while building relationships with families seeking early access to Paradigm’s classical model, as well as meeting both goals to support families and extend a high quality educational experience to families of 6th graders.

d. Professional Development

Planning Phase: Mentors and administrators participate in curriculum alignment, training on the liberal arts model with Great Books official training, and mentoring philosophy guided by texts such as *A Thomas Jefferson Education* and *The Anatomy of Peace*. Training ensures all staff, including new 6th grade mentors, share a consistent understanding of the school’s pedagogy and mentoring approach.

Implementation Phase: Ongoing workshops and professional development, one-on-one coaching, and mentor meetings reinforce Seminar practices, discussion facilitation, data-driven instruction, and cross-curricular integration. New mentors are paired with veteran staff through Paradigm's grant-winning Coaching Program, providing guidance and support to ensure alignment with the school's educational model. This program helps new mentors thrive during their first year and beyond, while fostering a consistent, proven approach to teaching and mentoring across the faculty, with each person mentoring and supporting one another.

e. Feasibility and Sustainability

This project is sustainable due to Paradigm's strong governance, financial oversight, and resource planning. Staffing includes experienced mentors, a dedicated 6th grade administrator and counselor, and support personnel. Funding strategies leverage per-pupil revenue, absorption of start-up costs into the operational budget, and supplemental support from partnerships and fundraising. Resource allocation prioritizes mentorship, curriculum, technology, professional development, and service-learning initiatives, ensuring both program quality and long-term success.

By integrating 6th grade into the Preparatory School, Paradigm strengthens its mission-driven, discussion-based, and student-centered educational model, provides earlier access to high-quality learning, ensures individualized support for all scholars, and embeds service and civic engagement as core pillars of the academic experience.

Project SMART Goals

1. Professional Development and Integration of 6th Grade Teachers

Goal:

By July 30, 2028, 100% of newly hired 6th grade teachers will complete Paradigm's "New Mentor Training" course in Canvas, and each new teacher will be paired with a qualified coach to participate in Paradigm's cutting edge coaching program throughout the year.

Over the course of the school year, each new teacher will participate in a minimum of five in-person professional development sessions focused on Paradigm's culture, curriculum, and systems to ensure full integration into the school community. The first of these sessions (Aug 2026) will focus on Great Books training to help the entire faculty understand the power and consistency of teaching with classic literature throughout each grade to create a seamless learning experience.

This goal aligns with the overarching goal that Paradigm has to offer exceptional education to incoming 6th graders, including consistency in curriculum and teacher methods.

2. Enrollment Targets for 6th Grade Expansion

Goal:

Achieve enrollment of at least 50% of Paradigm's 6th grade capacity of 100 scholars by October 1, 2026, and reach 70% capacity by October 1, 2027, through targeted outreach strategies including open houses, community events, and partnership with local homeschool networks.

This goal aligns with the overarching goal that the school has to increase the opportunity for families to bring their 6th graders to Paradigm.

3. 6th Grade Academic Growth

Goal:

All incoming 6th grade students will complete a standards-aligned diagnostic pre-assessment in English Language Arts (ELA) and Mathematics within the first 60 days of enrollment. Scholars will complete a mid-year benchmark assessment in December or January and a post-assessment in May using the same or vertically aligned assessment tool.

By the end of the academic year:

- At least 70% of 6th grade scholars will demonstrate 10% of academic growth in ELA and Mathematics from pre- to post-assessment.
- At least 50% of scholars entering below grade level will reduce their academic gap by at least 10% from baseline to post-assessment.

These targets align with national growth expectations and are supported by Paradigm's small class sizes (22–25 students), individualized mentoring, assessment by the SpEd staff where needed, and structured Seminar-based instruction, ensuring strong academic progress during a critical transition year.

This goal aligns with the overarching goals that Paradigm has to both welcome incoming 6th graders and to provide an exceptional educational experience.

a. Goal Tracking

Paradigm will use a combination of internal data systems (including, but not limited to: teacher and coach reporting and observations, attendance data, class statistics) and state-provided assessment results to track progress toward goals. Three assessments will be conducted throughout the year in math and ELA to monitor academic growth.

Regular attendance and data reviews during mentor meetings and administration meetings will guide instruction, interventions, and resource allocation. School leadership will hold 4 progress reviews throughout each school year with staff and report to the board. The School Board will be invited to attend at least 2 staff and faculty meetings.

These improvements help us to provide the necessary steps for incoming 6th graders to achieve school success, along with lifelong learning.

Plan for Serving Student Needs

a. Strategies to monitor and improve academic outcomes for all populations.

Paradigm is committed to identifying and supporting all scholars, underserved and educationally disadvantaged scholars to ensure equitable access to its academic programs. These disadvantaged scholars are identified through multiple measures, including family intake surveys, academic screening data, and applicable state and federal indicators.

b. Identify the needs of students.

Once identified, Paradigm develops individualized support plans in collaboration with families, educators, and relevant support personnel. These plans are monitored regularly and adjusted based on scholar progress and demonstrated need.

For scholars with disabilities, Paradigm provides special education services in compliance with the Individuals with Disabilities Education Act (IDEA). Services are delivered in accordance with each scholar's Individualized Education Program (IEP) and are implemented by appropriately licensed and qualified special education staff.

English Language Learners (ELLs) receive language acquisition and academic support through a combination of integrated classroom instruction and targeted supplemental services, including pull-out support when appropriate, consistent with state and federal requirements.

Scholars identified as economically disadvantaged are supported through access to instructional supplies, participation in state and federal meal programs, and reduced or waived fees for extracurricular and enrichment activities, as allowable by law.

c. Equitable and Inclusive Practices

Paradigm is committed to equitable and inclusive practices that promote access, belonging, and high academic expectations for all scholars. The school maintains a culture grounded in respect for individual dignity and a shared belief in each scholar's capacity to learn, grow, and contribute meaningfully to the school community.

Inclusive practices are supported through ongoing professional learning for all instructional staff and mentors. Training focuses on trauma-informed instructional

strategies, restorative approaches to scholar behavior, and culturally responsive teaching practices designed to support diverse learning needs and experiences.

Curriculum and instructional materials are intentionally selected and periodically reviewed to ensure representation of diverse perspectives and equitable access to rigorous content. Instructional practices emphasize respectful dialogue, critical thinking, and structured opportunities for scholars to contribute their perspectives as part of classroom learning.

Paradigm regularly reviews qualitative and quantitative data to evaluate equity in access, participation, and outcomes across academic programs, enrichment opportunities, and student leadership roles. Annual reviews inform instructional decision-making, professional development priorities, and resource allocation to address identified disparities and improve scholar outcomes.

A foundational element of Paradigm's inclusive school culture is its School Declaration, which establishes shared values, behavioral expectations, and commitments for all members of the school community. The Declaration is prominently displayed throughout the campus and reinforced during school events, advisory programming, and daily interactions. It states:

I am a Paradigm Patriot.

I am a free soul with the capacity to learn and grow.

I am a scholar and a servant leader.

I have gifts that make me unique and powerful.

I engage in the great conversation of ideas.

I can overcome hard things and persist in my learning no matter how challenging.

I take responsibility for my actions.

I live in gratitude.

I honor the nobility in every person.

I seek the true, the good, and the beautiful.

I accept my shared responsibility to create a free society and a better world.

Beginning in grade 6, the School Declaration is intentionally embedded into the scholar experience through orientation, advisory, and activities to establish a shared sense of purpose, belonging, and responsibility from the start of a scholar's enrollment.

Family and Community Involvement

a. Active Family and Community Engagement

Paradigm Schools recognizes families as primary partners in education and actively

engages them to support the school's mission and student success. The school's flexible educational model is intentionally designed to accommodate diverse family needs, including homeschool and hybrid-learning families, by minimizing homework and allowing scholars to spend meaningful time with their families and communities.

Ongoing engagement occurs through regular parent meetings, mentor groups, and community forums, as well as volunteer opportunities, service projects, and school events. Families can also be involved with surveys, focus groups, and feedback sessions, and open monthly Board meetings are accessible to all stakeholders

Family input directly informs school improvement planning, curricular priorities, budgeting decisions, and calendar development, ensuring meaningful partnership in school operations.

b. Inclusive Decision-Making Opportunities

Paradigm intentionally creates structures that ensure underserved and historically underrepresented families have meaningful roles in decision-making. These include invitations for diverse families to serve on advisory committees and school improvement teams, multiple feedback channels (surveys, listening sessions, and focus groups) designed to remove participation barriers, and accessible meeting formats, including flexible scheduling, virtual options, and language support.

These efforts ensure that perspectives from economically disadvantaged families, multilingual households, and culturally diverse communities directly influence school planning and governance.

c. Evidence of Pre-Planning Engagement and Community Buy-In

Prior to expansion planning, Paradigm conducted extensive stakeholder outreach, including interest surveys, open houses, and focus groups. These activities allowed the school to build relationships, assess community needs, and gather meaningful feedback.

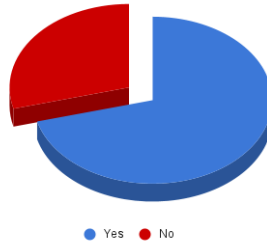
Stakeholder input shaped key program elements, including:

- Addition of 6th grade classes and curriculum
- Adoption of a discussion-based liberal arts curriculum
- Emphasis on character education and mentorship
- Flexible learning structures supporting homeschool and hybrid families
- Restorative and relationship-centered behavior practices

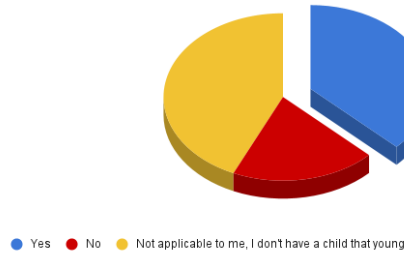
This early engagement fostered strong community buy-in and ensured the program reflects the priorities and values of the families it serves.

Paradigm Schools Parent Survey Results: January 2024 (167 results)

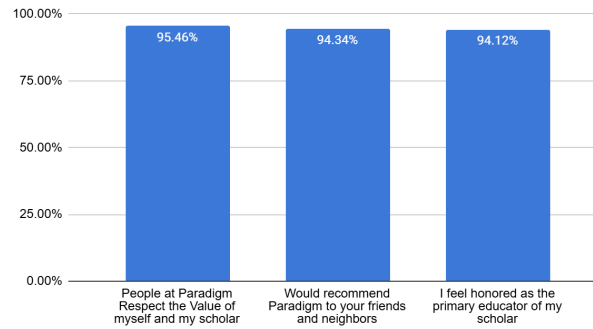
Do you wish Paradigm had 6th grade when your current scholar(s) were that age?



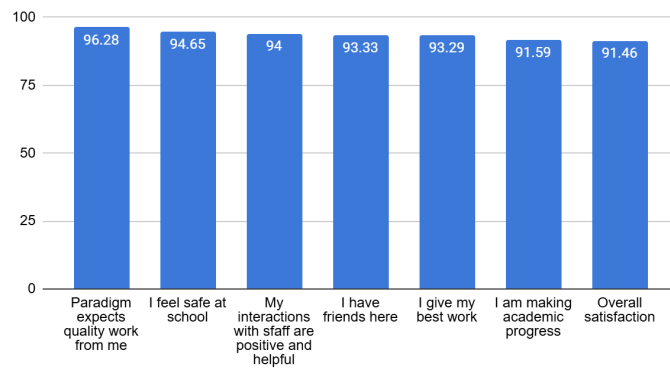
Will adding 6th grade to Paradigm be a benefit to your family in the future?



Parent Survey Shown



Scholar Survey Shown



d. Recruitment, Enrollment, and Retention Practices for Diverse Families

Paradigm implements inclusive, culturally responsive recruitment and enrollment processes designed to ensure equitable access for families from diverse backgrounds, including English learners, students with disabilities, and students of color.

Key practices include:

- Multilingual enrollment materials, including Spanish translations and interpretation services for other languages
- Flexible scheduling of outreach and enrollment events outside standard work hours
- Full-time Spanish language employees available during school hours and at meetings; one-third of Paradigm staff speaks a second language
- Targeted outreach through community spaces such as libraries and public gathering locations

The school also provides accessible enrollment support for families of scholars with disabilities and maintains compliance with all federal and state requirements regarding nondiscrimination and equitable access.

To strengthen long-term engagement and retention, Paradigm regularly reviews enrollment data and outreach effectiveness, making adjustments to ensure practices remain inclusive, culturally responsive, and aligned with community needs.

Through these comprehensive strategies, Paradigm embeds family and community involvement into governance, recruitment, program design, and school culture—ensuring all families have meaningful opportunities to participate and contribute to student success.

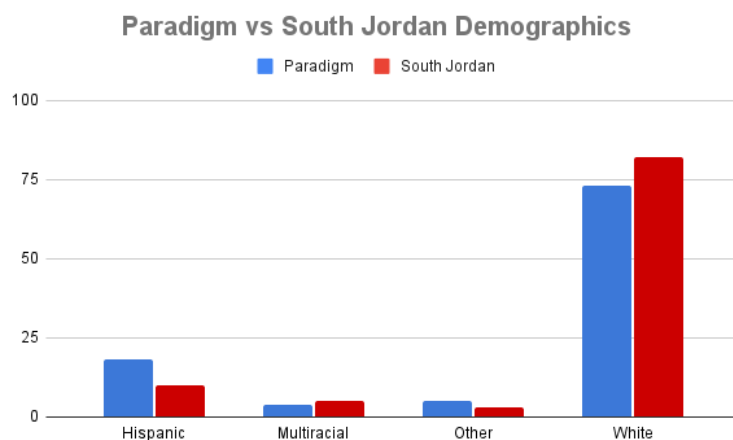
Community Support and Demand

a. Projected student enrollment and evidence

The decision by Paradigm Schools to add a 6th grade is grounded in clear demographic trends, sustained enrollment demand, and documented community need for earlier access to its educational model. Current enrollment totals 371 scholars across grades 7–12 (with an additional 13 scholars attending school online), within a facility capacity of 630 scholars, allowing the addition of 6th grade to be accommodated using existing classrooms without capital expansion. Based on a consistent historical application-to-enrollment yield rate of approximately 58%, the school projects opening two 6th-grade cohorts of 22–25 scholars each, requiring an estimated 37–42 applicants

per cohort—a conservative projection supported by steady applicant flow and multi-year waitlists.

Enrollment data demonstrate that the school attracts families from a broader geographic area than neighborhood demographics alone would predict. Paradigm serves a higher-than-regional proportion (as per Census.gov) of Hispanic/Latino, Pacific Islander/Polynesian, and economically disadvantaged students, with approximately 23% entering from homeschool or hybrid learning environments. These trends reflect strong demand for small class sizes, individualized pacing, and flexible structures that support family involvement.



The expansion directly responds to family feedback requesting earlier access to a relationship-based learning environment, academic continuity, and stronger support during the critical middle school transition years. The school's partnerships with homeschool networks, multiple community organizations, and multilingual outreach efforts further support equitable enrollment. Collectively, these factors demonstrate both clear community demand and a strong alignment between the proposed expansion and local student and family needs.

b. Reflection of and Support for Local Student and Family Needs

Paradigm Schools' expansion to include 6th grade is designed to directly reflect and support the demonstrated needs of local scholars and families by increasing access to a small, relationship-based educational model earlier in scholars' academic development. Enrollment trends, family feedback, and application patterns consistently indicate strong demand for academic continuity, flexible structures supportive of working families, and a learning environment that prioritizes individualized attention and mentoring relationships during early adolescence.

i. Utilization of District and Community Assets

Paradigm will leverage established community and regional assets to support equitable access, targeted outreach, and scholar success. The school maintains active partnerships with family resource centers, homeschool networks, and community organizations serving historically underserved populations, including Hispanic/Latino and Pacific Islander families. Recruitment efforts will include multilingual enrollment materials, community-based information sessions, and informal family networks that have historically contributed to diverse enrollment.

Additionally, Paradigm collaborates with local partners such as Olympus High School, West Valley Symphony, South Jordan Rotary Club, and Solstice Senior Living to enhance scholar support and community integration. These partnerships allow the school to extend services, strengthen social connections, and avoid duplication of existing community resources while ensuring scholars have access to academic, social, and developmental support.

ii. Accessibility of Location for the Targeted Population

Paradigm's location provides strong accessibility for its targeted population and supports enrollment from a broad geographic area. The campus is centrally located within the Salt Lake Valley, situated two blocks from a major roadway, and served by a public transit bus stop directly in front of the school. FrontRunner rail service is also available within two miles. Additionally, Paradigm facilitates a car-pool list for families who wish to coordinate transportation efforts.

These transportation assets significantly reduce access barriers, particularly for economically disadvantaged families and those residing outside the immediate neighborhood. As an open-enrollment charter school without attendance boundaries, Paradigm draws scholars from multiple communities, including areas with emerging residential development and underrepresented populations.

Together, these factors ensure that the proposed expansion will increase equitable access to Paradigm's educational model while responding to clear and sustained family demand for earlier entry into the school's program.

a. Transportation Plan for Equitable Access

Paradigm Schools recognizes that reliable transportation is essential to equitable access and is committed to ensuring that all scholars—including those with disabilities or special needs—can participate fully in its educational program. As a Utah public charter school, Paradigm does not receive state funding for general transportation; therefore, daily transportation is primarily the responsibility of parents and guardians, except where services are required by law.

To reduce barriers and comply with state and federal requirements, including provisions under the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA), Paradigm implements the following strategies:

- **Family-Supported Transportation Networks:** The school facilitates voluntary carpool coordination by providing opt-in contact lists to families, enabling efficient and cost-effective transportation arrangements.
- **Public Transit Accessibility:** The campus is located along established public transit routes, supporting consistent and reliable transportation options for students and families.
- **Collaborative Problem-Solving:** For families unable to walk or use public transit, school staff work directly with parents to identify reasonable solutions, including carpools, transit passes, and community-based transportation resources.
- **Transportation for Scholars with Disabilities:** In compliance with IDEA and ESEA equitable access provisions, transportation is provided as a related service when required by a scholar's Individualized Education Program (IEP) to ensure access to a free appropriate public education (FAPE).
- **Shared Service Exploration:** Paradigm is pursuing articulation agreements with nearby elementary charter schools that may include shared transportation arrangements, such as centralized pick-up and drop-off locations.

These measures collectively provide safe, efficient, and legally compliant transportation support while maintaining responsible stewardship of public funds.

b. Location and Accessibility for the Target Population

Paradigm's campus location in South Jordan was intentionally selected to maximize access for diverse student populations across the Salt Lake Valley.

i. Access to Public Transportation and Other Options

The school is situated two blocks from a major roadway and directly adjacent to a UTA bus stop, with FrontRunner rail service located less than two miles away. These transit connections expand the school's enrollment radius and support equitable access for economically disadvantaged families. In addition, the school and city have partnered to install a marked crosswalk with flashing safety lights directly in front of the campus, improving pedestrian safety for students who walk to school.

ii. Demographics Within Walking Distance

Neighborhood data indicate a substantial population of school-aged children living within walking distance of the campus. The school's open-enrollment model further enables it to serve scholars from a broader geographic area than a traditional neighborhood boundary.

iii. Transportation for Students Unable to Walk or Use Public Transit

For scholars without access to walking routes or public transportation, Paradigm supports families through carpool coordination, transit resource guidance, and community partnerships. When required by law, transportation services are provided to students with disabilities as specified in their IEPs.

Through these coordinated strategies, Paradigm ensures its transportation plan aligns with ESEA equitable access expectations, supports scholar safety, and provides practical, inclusive solutions for families across its service area.

3. Lottery Policy

a. Community Notification, Recruitment, Structure

b. Implementation, Waitlist and Enrollment

Paradigm Schools will conduct a single, unified lottery that provides all qualified students with an equal opportunity to attend. No separate lotteries will be held based on gender or any other classification. The admissions process is open, transparent, and aligned with federal and state regulations to ensure equitable access for all applicants. Students not selected through the lottery will be placed on a waitlist. If needed, a randomizer will be used for all lottery draws. All admissions must comply with public school anti-discrimination laws to ensure fair and inclusive practices. Where discrepancies exist between federal and Utah state laws, federal regulations take precedence.

A charter school may not discriminate in the charter school's admission policies or practices on the same basis as other public schools may not discriminate in admission policies and practices, and the lottery may not be used to create a school that exclusively serves a particular subset of students.

Applications for the lottery will open October 15 and the community will be notified via our school website, school social media accounts, phone, email and text efforts, weekly school announcements and local advertising outreach including mailers and billboards. Additionally, inbound calls are carefully monitored to respond to all questions about enrollment. The first lottery draw will take place on or around February 1. If more applications are received than spots are available in any grade, applications will be placed into an applicant pool, a blind lottery will be held in an unbiased administrative setting to alleviate preferential treatment of any kind, and a ranked list will be created. Acceptance letters will be sent via electronic means (email) to parents of students on the ranked list (if there is a lottery) or to all parents who applied before the first lottery draw date. After the first lottery draw date, a lottery will then be held every Friday for available spots until either the first day of school or when grade(s) are full, whichever

comes first. Parents/guardians must accept the offer within 2 weeks of receiving their acceptance letter or their spot will be given to the next student on the ranked list.

Parents/guardians who have successfully submitted an application for their child will be given priority enrollment status based on the categories below, in order, and up to State-mandated or Paradigm Schools designated caps for each category:

1. Currently enrolled students;
2. Children of School Founding Members (no more than 10%);
3. Children of current School Board Members (no more than 10%);
4. Children of current staff members (no more than 15%);
5. Siblings of current students
6. Students matriculating from one of our current or future partner schools with articulation agreements.

Paradigm may accept out-of-state scholars at administrator's discretion for the current out-of-state tuition fee. Foreign exchange students are allowed to enroll based upon the J-1 availability as set by the school and USBE each spring. Both parties will still need to follow the lottery policy as stated above.

Non-discrimination Statement

Paradigm Schools will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Paradigm Schools does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity, disability, age, or any other status protected by applicable federal, state, or local law in its admissions or access to any school-administered programs.

Enrollment, Recruitment and Retention Policies/School Entrance Requirements

All children entering Paradigm Schools should be age appropriate for the grade that they are enrolling for. However, exceptions may be made in cases where it is determined an alternate grade best meets the needs of the student. This includes a meeting with the School Director and signing an Early Admittance Waiver (available upon request).

Annual Enrollment

Beginning on October 15 each year, the application period will begin for the following school year. Applicants will then be selected beginning on or about February 1.

Requirements to be eligible for enrollment include valid original birth certificate, parent/guardian identification, immunization records and proof of Utah residency. Paradigm Schools does not discriminate on the basis of race, color, religion, sex, national or ethnic origin, sexual orientation, gender identity, age, disability, or other personal characteristics during our enrollment process. However, school personnel will review applications and check public records to determine whether a student is eligible for enrollment. Eligibility may be impacted by expulsions or removals from other schools or unresolved disciplinary actions. This includes students on suspension or alternative placements due to serious discipline matters and students who have been referred to truancy court by their previous school, unless the truancy court has authorized the transfer.

In order to enroll, parents must enter their child into our school lottery system (see “Lottery Policy”). Offers must be accepted by the parent/guardian within 2 weeks of acceptance. The school will then request from the parent/guardian that the required documents be submitted to the school and that the parents/guardians complete the “Enrollment Request Form.” When the enrollment steps are completed, the student has secured their spot, and is formally enrolled in the school. The school will assume the student will be part of the school’s ADM and will request records from the local school district as needed.

It is required that students who wish to enroll part-time at Paradigm Schools be enrolled in at least 2 class periods on Paradigm’s campus OR through the school’s online options.

Returning students and their parents/guardians will be notified of the re-enrollment period in January. Returning students are given first priority to enroll for the next school year and will need to secure their spot before the February 1 lottery draw date. Spots can be secured by submitting their intent to return via Google Form that is sent from the school. Parents/guardians may also notify the school of an intent to transfer during this time period or at any time before the first day of school.

Recruitment

Paradigm Schools practices the promotion of equity, accessibility, and compliance when it comes to Recruitment. Our recruiting practices include regularly posting enrollment information on our school website, posting on the school’s social media, collaborating with local K-6 or K-8 charter schools and/or those with similar philosophies of our school, and advertising with Schola, our current marketing firm, targeting demographics that have similar needs to what Paradigm offers. Our school also has all recruiting materials available in Spanish.

Paradigm Schools does not discriminate on the basis of color, race, national or ethnic origin, religion, sex, sexual orientation, gender identity, disability, age, or any other status protected by applicable federal, state, or local law in its admissions or access to any school-administered programs when it comes to our recruitment practices. All students are given an equal opportunity for enrollment.

Retention

Paradigm Schools, including administration, office staff, mentors and support staff, make every effort to make sure each scholar has a positive experience while enrolled at our school. This is done in collaboration with parents/guardians as the primary educator. It is in the best interest of Paradigm Schools to make sure each scholar is prepared in their educational journey and is successful in the path that they choose. Paradigm promotes a culture of inclusivity that includes seeing people as people and valuing their self worth, which in part helps to retain students at our school.

Non-discrimination Statement

Paradigm Schools will admit students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Paradigm Schools does not discriminate on the basis of race, color, national or ethnic origin, religion, sex, sexual orientation, gender identity, disability, age, or any other status protected by applicable federal, state, or local law in its admissions or access to any school-administered programs.

4. Governance, Autonomy and Project Administration

To ensure the successful implementation of the 6th grade expansion funded by the CSP subgrant, Paradigm Schools has assembled a capable and experienced team that will manage the project with precision, transparency, and accountability. This team will oversee all aspects of planning, execution, and reporting, ensuring that the project remains on schedule and within budget while meeting all grant objectives.

a. Board Member Information, Project Manager and Support Team Information

The Paradigm School Board, composed of five engaged and experienced members, will provide strategic oversight for the expansion.

1. Board Chair Brenda Petru, bpetru@paradigmhigh.org. Brenda is an entrepreneur, life coach, math teacher, with multiple community connections. She has amazing people skills and knows what it takes to run an organization.
2. Vice Chair Gustavo Velasco, gustavo.velasco@paradigmhigh.org. Gus has an extensive background in all areas of finance and operations. He is well connected with the Hispanic community, as well as many connections within his business and state community.

3. Secretary Britta Schugk, britta.schugk@gmail.com. Britta has a substantial network of home-school family connections, both with individual families and with co-ops. She has years of experience with coaching sports and with art.
4. Treasurer Jamie Smith, jamiejosmith@hotmail.com. Jamie and her family provide Paradigm with many connections in the fine arts, as well as multiple college relationships. Jamie also brings her creativity and organizational skills to our board.
5. Member Scotty Clawson scott.w.clawson@gmail.com. Scotty is a master at all things finance, with a touch of some legal experience. Add in the ability to fix things and work around problems issues, and he is a real asset to the school. Scotty also has multiple connections in the computer, manufacturing and finance world.

The board meets monthly to review progress and address any challenges. The board's collective expertise in finance, education, and leadership will ensure effective governance throughout the grant period. The financial committee, led by Jamie, Gustavo and Scotty, with Business Manager Noreen Gibbons, will manage budgetary oversight and compliance, ensuring grant funds are spent responsibly.

b. Project Manager and Support Team

Allison Tran, Paradigm's experienced grant writer and fundraising coordinator, will serve as the project manager. Her background as a committed parent and volunteer provides her with a deep understanding of the school's culture and mission. Board member Britta Schugk will assist as needed. Allison will coordinate all activities, monitor and report on progress toward milestones, and maintain communication with stakeholders and UAPCS.

Administrative support will be provided by Fernando Seminario and Mallory Woodbury, who will oversee day-to-day logistics, vendor coordination, and facility scheduling. They, along with Board President Brenda Petru, will oversee the new faculty hired for the expansion and the professional development sessions for new and existing staff will be conducted in August 2026 to ensure consistent instructional delivery.

Financial support for the grant will be provided by Noreen Gibbons, Finance and Operations Director. Noreen will provide any relevant information needed for the grant, as well as provide support to Allison for the financial aspects of the grant.

Curriculum design for the 6th grade will be spearheaded by Alicia Griffin, Curriculum Director, and Rebecca Quist, Special Education Director. Board input will be given by Gustavo Velasco, Scotty Clawson and Jamie Smith. Their work will be informed by Paradigm's academic philosophy and aligned with Utah state standards. The curriculum

team will begin development during the planning phase and make adjustments during the first year of implementation, supported by board members as needed.

With each of these teams (project, administrative, finance and curriculum), reports to the Board and Project Leader will be required each month to ensure the objectives are met in a timely manner and within budget. If needed, project team members will assist to ensure things remain on schedule and on budget.

With clear roles, a robust support system, and a detailed project timeline, Paradigm is fully prepared to manage this subgrant efficiently and effectively. The addition of 6th grade will not only fulfill the school's expansion goal of meeting the identified community need, but also reinforce Paradigm's mission to deliver a cohesive, student-centered education from an earlier age, positioning students for long-term academic and personal success.

i. Describe roles and responsibilities of any partner organizations

Paradigm Schools partners with select community organizations to enrich student opportunities while maintaining full administrative authority over governance, academics, staffing, budgeting, and compliance under its charter and any related subgrant projects. These partnerships are supplemental and limited in scope.

Paradigm does not contract with a Charter Management Organization (CMO) or Education Service Provider (ESP) for school management, and no external entity holds decision-making authority, fiscal control, or operational oversight. If Paradigm enters any future ESP agreement as defined by UAPCS guidance, it will submit all required documentation, including contracts, service scope, performance expectations, fees, termination terms, and conflict-of-interest disclosures.

Partner Organizations

*Olympus High School Band Program: Up to two joint concerts annually, with possible clinics or field trips. Each school remains responsible for its own students, supervision, funding, and scheduling. The Band teachers will collaborate throughout the year and share best practices and performance opportunities.

*Solstice Senior Living: Student performances or service visits (1–6 annually) at Paradigm's discretion, with Paradigm overseeing supervision and compliance.

*South Jordan Rotary Club: Shares service opportunities that Paradigm distributes; the Club holds no program authority.

*Advantage Arts Academy (Proposed Articulation Agreement): Informational pathway for upper grades; Paradigm retains full autonomy.

*West Valley Symphony (Proposed): Potential concert attendance and clinics under Paradigm's full control.

All partnerships are governed by written agreements outlining roles, liability, and termination rights. The Paradigm Board of Directors maintains full oversight, ensuring compliance and complete administrative control.

c. Charter School Autonomy and Authorizer Relationship

Paradigm Charter School is authorized by the Utah State Charter School Board (SCSB), Utah's statewide charter authorizer charged with approving, monitoring, and supporting high-quality public charter schools. Our relationship is grounded in a performance-based charter contract that clearly defines academic, financial, and operational expectations.

The SCSB maintains a rigorous oversight framework designed to ensure school quality and public accountability. Monitoring activities include:

- Annual academic performance review aligned to state accountability measures
- Financial oversight, including independent annual audits and budget review
- Compliance monitoring for state and federal requirements
- Governance oversight and board training expectations
- Ongoing data submission and enrollment verification

This model provides strong accountability while preserving meaningful operational autonomy. The Board expects high performance but allows schools flexibility in how outcomes are achieved—an essential component of charter school innovation.

Our governing board maintains clear lines of authority and responsibility independent of the authorizer. The authorizer does not manage day-to-day operations; rather, it provides oversight and ensures compliance with the charter agreement and Utah law. This structure promotes both innovation and accountability.

d. Quality Controls and Accountability for 6th Grade Expansion at Paradigm Schools

The planned addition of 6th grade at Paradigm Schools will operate under clearly defined quality controls consistent with Utah law and our charter contract. This contract serves as a formal performance agreement establishing measurable academic, financial, and operational standards and will continue to guide renewal, intervention, or revocation decisions.

Contractual Performance Standards and Renewal Criteria

The charter outlines specific academic benchmarks aligned to Utah's accountability system, including proficiency, growth percentiles, and subgroup performance. Annual targets are reviewed with the authorizer through required reporting and formal evaluations. Charter renewal will depend on sustained academic performance,

demonstrated student growth, compliance with Utah Core Standards, and progress toward contract goals.

Failure to meet benchmarks may result in corrective action plans, targeted interventions, probation, non-renewal, or revocation. Decisions will be based on documented performance data and compliance findings.

Governance and Operational Controls

Paradigm's Board of Directors provides oversight under established bylaws, open meeting requirements, and conflict-of-interest policies. School leadership is evaluated using performance agreements aligned to charter goals. Operational controls include documented policies which are reviewed annually for state and federal alignment.

Financial Oversight

Financial accountability includes internal controls, monthly board financial reviews, and an independent annual audit. Any audit findings require corrective action and board oversight. Budget performance and financial sustainability are regularly monitored. Financial or operational non-compliance may trigger corrective action or potential revocation proceedings.

Continuous Improvement and Accountability

Structured data reviews monitor achievement, attendance, behavior, and subgroup outcomes. When underperformance is identified, leadership implements formal intervention plans with measurable goals and timelines, reported to the Board and authorizer as required.

State accountability ratings, student achievement, operational compliance, and financial performance collectively determine charter renewal. Sustained academic success and legal compliance are required for renewal, while persistent failure or material mismanagement may result in probation or revocation.

The addition of 6th grade enhances early intervention, strengthens longitudinal performance monitoring, and reinforces Paradigm's commitment to measurable results, transparency, and high standards of public charter accountability.

5. Financial Management

- a. **Comprehensive Budget Narrative and**
- b. **Planning vs. Implementation stages**

Salary and Benefits — Planning Phase:

To prepare for adding 6th grade, Paradigm will use grant funds to support essential staffing. The Curriculum Director and assistant will lead curriculum design, alignment

with the academic model, assessment preparation, and progress monitoring, with 20% of their salaries and benefits covered in year one. Two 6th grade mentors will be fully funded during the Planning and Implementation phases. Half of the program leader's salary will be supported in year one to manage reporting, data tracking, and grant compliance.

To ensure strong leadership, two new roles—a Sixth Grade Administrator and Sixth Grade Counselor—will be created, with salaries funded throughout the grant period to support coordination and scholar services.

Implementation Phase:

Salary and benefit costs for teachers, administrator, and counselor will continue annually with a 3% increase.

Professional Development — Planning Phase:

A full-faculty Great Books Training will align staff to Paradigm's classical model, strengthen mentor accountability, and build Socratic discussion skills, especially for incoming 6th graders.

Curriculum — Planning Phase:

Funds will support classical curriculum resources including IXL Math, 95% Vocabulary, FlowFluency, math workbooks, and four class sets of classic literature.

Implementation Phase:

Additional library books, two more literature sets, and math, science, and art consumables will be purchased to support instruction and independent learning.

Supplies, Equipment, and Technology — Planning Phase:

Each classroom will receive Chromebooks for scholars, mentor laptops, and Promethean Smart Boards for 6 rooms to enhance instruction.

Implementation Phase:

Additional Chromebooks, teacher laptops, and one Smart Board per year will be added as enrollment grows.

Transportation — Planning Phase:

Two activity buses will be purchased to support field trips, service learning, competitions, and partner school collaboration.

Marketing — Planning Phase:

A full-time marketing specialist will lead recruitment, manage Schola leads, and coordinate outreach through media, events, and community partnerships.

Implementation Phase:

Advertising efforts will continue annually at slightly reduced costs to sustain enrollment.

Alignment, Justification, and Rationale

The proposed budget is intentionally designed to advance Paradigm Schools' expansion priorities and directly supports both the school's overarching goals and its CSP SMART goals.

Goal 1: Expand Early Access to Exceptional Education is supported through strategic investments in staffing, curriculum, technology, and professional development needed to launch a high-quality 6th grade program. Personnel funding ensures trained educators, leadership, and scholar support staff can implement Paradigm's classical, mentoring-based model with fidelity. Curriculum resources, instructional technology, and assessment tools enhance learning experiences and support measurable academic growth, aligning with SMART Goal 3: 6th Grade Academic Growth.

Goal 2: Meet Family Demand is advanced through investments in marketing, outreach staffing, and enrollment systems that increase program awareness and reduce waitlists. These expenditures align with SMART Goal 2: Enrollment Targets by supporting recruitment, community engagement, and family communication.

Personnel and professional development costs also support SMART Goal 1: Professional Development and Integration of 6th Grade Teachers by funding early hiring, training, coaching, and ongoing learning to ensure instructional consistency.

Overall, each budget category - personnel, professional development, curriculum, technology, transportation, and marketing - directly supports expanded access, strong enrollment, mentor readiness, and positive academic outcomes for incoming 6th grade scholars.

c. Personnel Costs

Personnel and professional development expenditures are also tightly aligned with

SMART Goal 1: Professional Development and Integration of 6th Grade Teachers. Funding supports early hiring, comprehensive training, coaching, and ongoing professional learning to ensure all new mentors are fully prepared to implement Paradigm's instructional model and maintain consistent academic quality.

Overall, each budget category—personnel, professional development, curriculum, technology, transportation, and marketing—serves a clear purpose in expanding access, responding to strong family demand, supporting mentor readiness, and ensuring strong academic outcomes for incoming 6th grade scholars.

d. Accountability for Funds

i. Systems to Ensure Proper Use of Funds

Paradigm Charter School maintains robust fiscal management systems to ensure all federal, state, and local funds—including CSP subgrant funds—are used properly, efficiently, and in full compliance with applicable regulations. The school follows board-approved financial policies aligned with Generally Accepted Accounting Principles (GAAP), Uniform Guidance (2 CFR Part 200), and all applicable state and federal requirements.

Core systems include:

- Segregation of Duties: Separate individuals are responsible for authorization, processing, reconciliation, and approval of expenditures to reduce risk of error or misuse.
- Board Oversight: The governing board reviews and approves the annual budget and receives detailed monthly financial statements, including budget-to-actual comparisons.
- Restricted Fund Accounting: Grant funds are coded and tracked separately within the accounting system to ensure expenditures are allocable, allowable, reasonable, and aligned with the approved grant budget.
- Pre-Approval and Procurement Controls: Purchase order requirements, competitive bidding when applicable, dual-signature approvals, and documented reimbursement procedures ensure appropriate stewardship of funds.
- Time and Effort Documentation: Federally funded personnel complete required certifications in accordance with Uniform Guidance.
- Grant Management Oversight: A designated grant administrator monitors implementation, reviews expenditures for allowability, ensures adherence to approved activities, and submits required financial and programmatic reports on time.

These layered controls ensure that expenditures directly support approved objectives and that funds are managed transparently and responsibly.

ii. External Audits and Ongoing Oversight

To ensure fiscal integrity and transparency, Paradigm Charter School undergoes an annual independent external audit conducted by a licensed auditing firm in accordance with Government Auditing Standards and state requirements. The audit includes review of financial statements, internal controls, and compliance with applicable laws and federal program requirements, when applicable.

Audit results are presented to the governing board and submitted to the Utah State Charter School Board and the Utah State Auditor as required. Any findings are addressed through formal corrective action plans with board oversight and documented follow-up.

Ongoing oversight also includes:

- Monthly bank and credit card reconciliations
- Budget variance analysis and cash flow monitoring
- Authorizer financial reporting requirements
- Periodic internal review of procurement and compliance procedures

This multi-tiered system of internal controls, independent review, board monitoring, and authorizer accountability ensures strong fiscal stewardship of public funds.

e. Post-Grant Sustainability

i. Financial Stability After the Subgrant Ends

Paradigm Charter School has developed a conservative, multi-year financial plan to ensure stability beyond the CSP subgrant period. The school's long-term financial model is anchored in enrollment-driven state per-pupil (WPU) funding. The recently approved enrollment increase of 200 additional students beginning in FY28 by the Utah State Charter School Board strengthens recurring revenue projections and supports sustainable growth.

CSP funds will be used strategically for one-time expansion costs, including startup materials, systems development, and staffing during scale-up. Recurring operational costs are phased into the general operating budget as enrollment increases, ensuring no ongoing dependence on grant funds.

The school maintains conservative enrollment projections and multi-year forecasting models that include contingency planning for flat or reduced funding scenarios. A board-adopted reserve policy targets maintaining several months of operating expenses to buffer against enrollment or funding fluctuations

ii. Continued Funding, Resource Allocation, and Cost Management

Long-term viability is supported through disciplined financial planning and governance oversight:

- **Revenue Stability:** Sustained enrollment management and retention strategies protect per-pupil funding streams.
- **Strategic Staffing Models:** Staffing additions are aligned with enrollment thresholds to avoid structural deficits.
- **Cost Controls:** Competitive procurement practices and regular vendor review ensure efficient allocation of funds.
- **Board Oversight:** Monthly financial dashboard reviews and annual budget approvals ensure transparency and accountability.
- **Scalable Systems Investment:** Technology, curriculum, and training investments during the grant period are selected for multi-year durability and efficiency.

Through conservative financial forecasting, disciplined cost management, diversified supplemental funding efforts, and strong board and authorizer oversight, the school demonstrates a high likelihood of sustaining expanded programming and enrollment after the conclusion of the CSP subgrant.

6. Competitive Preference Priorities

a. Innovative Charter Model

Paradigm Schools offers a distinctive and innovative charter model designed to meet an unmet need in its target community by providing earlier access to a classical, mentoring-based secondary program beginning in 6th grade. Unlike traditional middle school structures, Paradigm integrates a Great Books curriculum, Socratic discussion, small seminar-style classes, and individualized mentoring to cultivate critical thinking, strong communication skills, and character development during a pivotal transition year. The expansion specifically addresses a gap for families seeking a rigorous, values-centered option before junior high, including homeschool families and scholars underserved by conventional models. By combining time-tested classical methods with modern instructional technology, structured student supports, and flexible scheduling that accommodates diverse family needs, the school provides a unique educational pathway not otherwise widely available in the surrounding community.

b. High Quality High School Programs. This application is for 6th grade

c. Rural Needs. Not applicable

d. Educator and Community-Centered Schools

Paradigm Schools promotes a high-quality, educator-driven and community-centered model to support underserved scholars through strong mentoring, intentional staffing, and inclusive family engagement. Mentors are trained in the school's seminar-based classical approach and receive ongoing coaching to ensure consistent instruction. Small class sizes and a dedicated counselor provide individualized academic monitoring, targeted interventions, and social-emotional support, especially for scholars entering below grade level or transitioning from homeschool or nontraditional settings. The school also strengthens scholar success through family involvement, allowing families to be an integral part of the educational process.

New mentors are paired with veteran staff through Paradigm's grant-winning Coaching Program, providing guidance and support to ensure alignment with the school's educational model. This program helps new mentors thrive during their first year and beyond, while fostering a consistent, proven approach to teaching and mentoring across the faculty, with each person mentoring and supporting one another.

e. Charter School/Traditional Public School Collaboration

Paradigm Schools has built strategic partnerships with public schools and community organizations to expand educational and service opportunities for students while supporting families. These collaborations enrich learning, foster civic engagement, and provide pathways for academic and artistic growth, while Paradigm retains full autonomy, governance, and accountability.

Olympus High School Band Program: Paradigm partners with Olympus High School for up to two joint concerts annually, plus optional clinics or field trips. Each school retains responsibility for its own students, including supervision, scheduling, and funding.

Participation is voluntary, providing students exposure to high-level ensemble performance, professional instruction, and collaborative musicianship. It is also expected for the band teachers from each school to collaborate with one another on effective teaching and instructing methods

Solstice Senior Center: Students participate in 1–6 service or performance visits annually, including musical performances, reading, and wellness activities. Paradigm oversees supervision, scheduling, and compliance with facility policies. These experiences build empathy, social responsibility, and leadership while fostering meaningful community connections.

South Jordan Rotary Interact Club: The Club shares service opportunities that Paradigm distributes to students. While the Club does not direct programs, these activities expand student engagement in community service and leadership.

Proposed Partnerships:

- Advantage Arts Academy (Articulation Agreement): Provides a transparent, informational pathway for students seeking upper-grade arts programming, while Paradigm maintains full control over curriculum, governance, and funding.
- West Valley Symphony: Offers potential concerts and clinics, with Paradigm controlling participation, supervision, budgeting, and instructional alignment.

All partnerships are governed by formal agreements, defining roles, liability, and termination rights. No partner exercises governance authority, employs staff, manages public funds, or affects accountability measures. The Paradigm Board of Directors retains full oversight, ensuring compliance and alignment with the school's mission.

Through these collaborations, Paradigm expands access to high-quality educational experiences, integrates students into meaningful community and artistic opportunities, and strengthens pathways for academic, creative, and civic growth, while upholding its classical, mentoring-based model and commitment to families.

CONCLUSION

Recently, one of our Paradigm students, Kate, was recognized at an event for exemplifying the powerful impact Paradigm has on its scholars. Kate often shares that Paradigm has changed her life—but in truth, she has changed Paradigm. Despite her quiet nature, Kate leads by example through kindness, humility, and strength. She consistently supports her peers, offers thoughtful insights in class, and models personal integrity and Paradigm virtues. Always the first to help others without seeking recognition, Kate is a true servant leader. She has made the most of her experience here, and we know she'll continue to bring her best to all she does.

We have a powerful opportunity to see this kind of an impact with so many young people and watch them go about doing good, thinking deeply, speaking profoundly and truly becoming a servant-leader in our changing world.

CSP BUDGET NARRATIVE

5. Financial Management

a. Comprehensive Budget Narrative, b. Planning vs. Implementation Phases, c. Personnel Costs

Salary and Benefits

Planning Phase: To prepare for the addition of 6th grade, Paradigm Schools will allocate grant funds to support essential staffing. The Curriculum Director and her assistant will lead the design and development of the 6th-grade curriculum. Their responsibilities include aligning instruction with Paradigm's academic model, supporting teachers, preparing for all assessments, and monitoring student progress. Both of their salaries and benefits will have 20% covered by grant funds for the first year, including Planning Phase and moving into the Implementation Phase.

As per our enrollment projections, two 6th grade teachers will be needed to staff the expansion. The salaries and benefits of both teachers will be covered during the Planning and Implementation Phases for the extent of the grant.

To ensure compliance with grant requirements, half of the program leader's salary and benefits for the first year (including Planning and moving into the Implementation Phase) will be covered to support monthly reporting, data tracking, and documentation. These responsibilities will include clear communication with the Board and with CSP personnel.

Additionally, recognizing the scope and complexity of this expansion, Paradigm will create two new positions: Sixth Grade Administrator and Sixth Grade Counselor. These roles will provide dedicated leadership and coordination for all aspects of the expansion. The salaries and benefits will be covered by the grant both through the Planning Phase and the Implementation phase following the extent of the grant period, ensuring a strong and cohesive launch of the 6th-grade program.

Professional Development

Planning Phase: To promote unity and instructional consistency, a full-faculty Great Books Training will be held. This session will align faculty with Paradigm's classical model, strengthen mentor accountability, and teach Socratic discussion strategies, which will be especially important for 6th graders coming from elementary or homeschool backgrounds.

Curriculum

Planning Phase: Funds will be allocated for curriculum materials aligned with

Paradigm's classical model, including IXL Math, 95% Vocabulary, and FlowFluency, and math workbooks and teacher reference materials and books. We will also purchase 4 class sets of age-appropriate classic literature to support Socratic discussion.

Implementation Phase: Additional age-appropriate library books will be purchased based on student suggestions to encourage independent reading and foster a love of learning. Two additional class sets of age-appropriate classic literature to support classroom discussion will be purchased during the first year of Implementation, as well as appropriate math, art and science consumables for each class.

Supplies, Equipment, and Technology

Planning Phase: Each classroom will receive a class set of Chromebooks for student use, and each teacher will be equipped with a laptop. To support engaging instruction, 6 Promethean Smart Boards will be installed in 6th-grade classrooms, including the seminar classrooms, math, science and art exploration classes. These tools have significantly enhanced instruction across subjects and are especially beneficial for disadvantaged students.

Implementation Phase: Chromebooks for new 6th grade classes will be purchased at the start of school years 2027–28 and 2028–29. Laptops for a new 6th grade teacher each year will also be in the budget. One new Promethean Smartboard will be added each year to accommodate for each new 6th grade class as per enrollment projections.

Transportation

Planning Phase: Two activity buses will be purchased to transport students to and from partner charter schools, and for use in field trips, competitions, service activities, and sporting events. The bus will enhance learning and increase access to community-based experiences, which are part of the 6th grade curriculum.

Marketing

Planning Phase: To support enrollment efforts, Paradigm will hire a full-time marketing specialist during the Planning Phase. This person will lead recruitment, manage the Schola lead follow-up system the school has been utilizing, and coordinate events showcasing Paradigm. The marketing budget includes outreach through billboards, media ads, and social media, along with community engagement events such as concerts, Service Week, and the Culture Fair—fostering strong partnerships with local schools and retirement centers.

Implementation Phase: The above advertising budget will be repeated each of the years of the Implementation Phase with a slight decrease in cost which will provide consistency in enrollment. .

Alignment, Justification, and Rationale

The proposed budget is intentionally designed to advance Paradigm Schools' core expansion priorities and directly supports both the school's overarching goals and its CSP SMART goals.

Goal 1: Expand Early Access to Exceptional Education is addressed through strategic investments in staffing, curriculum, technology, and professional development that make it possible to launch a high-quality 6th grade program. Personnel funding ensures that trained educators, leadership, and student support staff are in place to deliver Paradigm's classical, mentoring-based model with fidelity. Curriculum resources, instructional technology, and assessment tools provide students with enhanced learning experiences and support measurable academic growth, aligning directly with SMART Goal 3: 6th Grade Academic Growth.

Goal 2: Meet Family Demand is supported through investments in marketing, outreach, staffing, and systems that expand awareness of the new program and reduce waitlists. These expenditures directly align with SMART Goal 2: Enrollment Targets, ensuring the school reaches capacity benchmarks through targeted recruitment, community engagement, and family communication efforts. Personnel and professional development expenditures are also aligned with SMART Goal 1: Professional Development and Integration of 6th Grade Teachers. Funding supports early hiring, training, coaching, and ongoing professional learning to ensure all teachers are fully prepared to implement Paradigm's instructional model and maintain consistent academic quality.

Overall, each budget category—personnel, professional development, curriculum, technology, transportation, and marketing—serves a clear purpose in expanding access, responding to strong family demand, supporting teacher readiness, and ensuring strong academic outcomes for incoming 6th grade students.

Paradigm Schools will sustain operations beyond the CSP grant through a stable, enrollment-driven funding model, responsible budgeting, and strong financial oversight. As the 6th grade expansion is fully implemented, increased per-pupil revenue will cover ongoing staffing, program, and operational costs, while one-time grant expenses will be absorbed into the annual budget. The school follows conservative financial practices, including multi-year forecasting, routine audits, and active board oversight, ensuring revenues meet or exceed expenses. Paradigm will also continue supplementing funds through community partnerships, in-kind support, and targeted fundraising. The school understands and will fully comply with all federal and state procurement requirements, including competitive bidding, documentation standards, conflict-of-interest safeguards, and transparent reporting.

Paradigm High School

Budget Category	Object Code	Details	Grand total
Personnel	115 Salaries - Supervisors and Directors	Curriculum Director: $\$4052 \times 50\% = \2026×10 months (March-Dec 2026). Planning Period 5.5 months = \$11,143, Implementation Period 4.5 months = \$9117	\$20,260
Fringe Benefits	240 Group Insurance	50% of the Curriculum Director benefits to help prepare and implement 6th grade curriculum, Planning period through end of 1st semester of SY 2026-27	\$7,664
Personnel	115 Salaries - Supervisors and Directors	Asst. Dir over Students: $\$3700 \times 50\% = \1850×10 months (March-Dec 2026). Planning Period 5.5 months = \$10,175, Implementation Period 4.5 months = \$8325	\$18,500
Fringe Benefits	240 Group Insurance	50% Assistant Director over Students benefits to help prepare and implement 6th grade curriculum, Planning period through end of 1st semester of SY 2026-27	\$7,664
Personnel	115 Salaries - Supervisors and Directors	Scheduling and SpEd Dir: $\$4180 \times 50\% = \2090×10 months (March-Dec 2026). Planning Period 5.5 months = \$11,495, Implementation Period 4.5 months = \$9405	\$20,900
Fringe Benefits	240 Group Insurance	50% Scheduling and SpEd Director benefits to help prepare, schedule and implement 6th grade curriculum and manage SpEd needs for 6th and 7th grade during the Planning period and Implementation period through end of 1st semester SY 2026-27	\$5,114
Personnel	131 Salaries - Teachers	6th grade teachers: average monthly salary $\$5556 \times 5$ months $\times 6$ teachers. Planning Period .5 month = \$16,668, Implementation Period 4.5 months = \$150,012	\$166,680
Fringe Benefits	240 Group Insurance	Benefits for 6 teachers specifically assigned and trained for 6th and 7th grade. Planning period through end of 1st semester of SY 2026-27	\$44,700
Personnel	142 Salaries - Guidance Personnel	School Counselor: $\$4000 \times 5$ months. Planning Period .5 month = \$2000, Implementation Period 4.5 months = \$18,000	\$20,000
Fringe Benefits	240 Group Insurance	6th and 7th grade School Counselor benefits specifically working with the students and the teachers. Planning period through end of 1st semester of SY 2026-27	\$4,950
Personnel	151 Salaries - Professional Office Personnel	Grant Manager: Monthly salary $\$2000 \times 50\% = \1000×10 months (March-Dec 2026). Planning Period 5.5 months = \$5,500, Implementation Period 4.5 months = \$4500	\$10,000
Fringe Benefits	240 Group Insurance	50% of the Grant Manager's benefits to oversee and direct the CSP grant requirements. Planning period through end of 1st semester of SY 2026-27	\$2,654
Contractual	330 Employee Training and Development	Professional development as needed to support curriculum training and whole-faculty continuity across curriculum and grades. This would consist of one event during the Planning period and up to 6 events each school year 2026-27 and 2027-28) over the course of the Implementation period	\$82,295
Contractual	330 Employee Training and Development	Professional Development: Great Books Training for faculty, 4 day, onsite training for continuity of curriculum.	\$5,000
Contractual	330 Employee Training and Development	Professional Development: Lexia Aspire training on the science of reading. Course is an online, self-led program over a 12 month period, for 8 people at \$600 each.	\$4,800
Contractual	330 Employee Training and Development	Professional Development: Orton-Gillingham training for SpEd and Math teachers. Course would be a month long online, coach-supported curriculum with certification. Cost per teacher is \$1500 for 3 teachers	\$4,500
Contractual	340 Other Contracted Professional Services	2 years media and marketing contractor on-site. This position will work in conjunction with Schola. This position will work with Schola to coordinate and provide leads for Schola to provide the follow up	\$209,400
Contractual	340 Other Contracted Professional Services	27 months Schola Lead Follow up service and additional Meta Ads.	\$145,432

Contractual	340 Other Contracted Professional Services	Initial purchase and licensing fees for new SIS system for school which will include communication with parents and students, grade tracking, failing notices, attendance. Cost includes initial setup. School will cover yearly fee after setup for a total of 3 years.	\$27,000
Contractual	540 Advertising	See details attached on Billboard marketing sheet. For Billboard Marketing	\$119,905
Contractual	540 Advertising	2 year campaign via Oozle media Google Ads	\$109,750
Contractual	540 Advertising	targeted bulk mailing through MailChimp and Hometown Values	\$100,000
Contractual	540 Advertising	KSL radio ads 8 weeks throughout the year; 2 30-second spots/day	\$26,500
Supplies	610 General Supplies	Classroom consumable supplies for math, science and art exploration classrooms for 115 (year 1) 6th and 7th grade students, Additional 75 students the 2nd school year. Cost \$150 per student (\$50 for each class : math, science, art)	\$28,500
Supplies	640 Books and Periodicals	Junior Great Books curriculum for 6th and 7th grade to ensure continuity with our upper grade Great Books curriculum. One-time purchase for the program. Will be used each consecutive year with no additional cost.	\$4,000
Supplies	640 Books and Periodicals	Professional Library resources for teachers to improve classroom management, behavior, etc. Topics the teachers can utilize as a teacher, to be checked out from the library system	\$500
Supplies	641 Textbooks	6 class sets (54 copies of 6 titles=324*\$20) of age-appropriate classic literature to be used in class discussion and exams.	\$6,480
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	IXL Math for 115 6th and 7th grade students in Year 1 (Planning) and 75 students in Year 2 (Implementation) as enrollment increases	\$23,750
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	FlowFluency for 115 6th and 7th grade students in Year 1 (Planning) and 75 students in Year 2 (Implementation) as enrollment increases	\$23,750
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	95% Vocabulary program for 115 6th and 7th grade students in Year 1 (Planning) and 75 students in Year 2 (Implementation), as enrollment increases	\$19,000
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	Illustrative Math Curriculum and workbooks for 115 students for Year one and 75 students for Year Two.	\$8,497
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	EB Academics digital platform for English, grammar and writing for teachers with 6th and 7th grade students in Year 1 (Planning). Subscription only for teacher to access the program, no licensing fees involved.	\$2,000
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	Online Middle School Science curriculum, 12 month subscription for 2 teachers to serve 6th and 7th graders during Planning (year 1). Subscription only for teachers to access the program, no licensing fees involved.	\$1,400
Supplies	642 eTextbooks / Online Curriculum or Subscriptions	Online 6th grade World History Curriculum through Teachers Pay Teachers for teachers with 6th and 7th grade students in Year 1 (Planning). Subscription only for teacher access to the program, no licensing fees involved.	\$700
Supplies	644 Library Books	Various age-appropriate library books specific to the 6th grade classes	\$1,500
Supplies	610 General Supplies	Classroom supplemental curriculum supplies for enhanced learning	\$3,600
Supplies	650 Supplies – Technology Related	Laptop with editing software and case, lavalier mikes, tripod, gimbal for use with Prep School Yearbook and podcast classes and Student Engagement with student leaders	\$5,000
Supplies	650 Supplies – Technology Related	Student Chromebooks, 115 Year 1 (planning), 75 for Year 2 (implementation) as enrollment increases.	\$83,600
Supplies	650 Supplies – Technology Related	Year 1 (planning) Promethean smartboards with rolling cart (1 each) for each 6th-7th grade classroom	\$36,000
Supplies	650 Supplies – Technology Related	Year 1 (planning) 8 teacher laptops (3 classroom teacher, 2 substitute teacher, 1 front desk, 2 counselor) Year 2 (implementation) 2 laptop (2 classroom teachers as enrollment increases)	\$20,000
Supplies	650 Supplies – Technology Related	Laser Projector and Zoom lens for Music/Theatre/Dance programs, which involves 6th, 7th grades	\$20,000
Supplies	650 Supplies – Technology Related	3 iPads for use at Registration in the office and 12 for SpEd department to use with paraprofessionals in the classrooms.	\$13,500

Supplies	650 Supplies – Technology Related	Tech equipment including microphones, speakers, wiring and more for Music/Theatre/Dance programs, which involves 6th, 7th grades	\$12,750
Supplies	650 Supplies – Technology Related	Printer/copy machine for 6th/7th grade team use	\$2,000
Supplies	650 Supplies – Technology Related	16 MP3 players for student use with reading comprehension. Also can be used by SpEd paraprofessionals to help students achieve reading goals.	\$1,000
Supplies	650 Supplies – Technology Related	Individual audio enhancement kits for 6th grade teachers, one for each of the 12 classrooms. I	\$960
Supplies	650 Supplies – Technology Related	4 computer monitors for use by the registration, office and grant manager positions.	\$700
Supplies	650 Supplies – Technology Related	Number pinpad machine to support the lunch program available to 6th and 7th graders	\$400
Supplies	650 Supplies – Technology Related	Credit card swipe machines for registration use	\$400
Equipment	732 School Buses	Full size School bus for transportation of students from bus stop location to and from the school.	\$150,000
Equipment	733 Furniture and Fixtures	96 MityLite Reveal MAX folding rectangle tables (4 students per table, 8 tables per room)	\$55,296
Equipment	733 Furniture and Fixtures	300 Virco solid plastic stack chair 25 Student chairs each for 12 classrooms	\$47,400
Equipment	733 Furniture and Fixtures	6 mobile Science carts for 6th and 7th grade science class, including the consumables, microscopes and equipment needed for age-appropriate labs in classrooms. Each cart will serve up to 4 students.	\$19,200
Equipment	733 Furniture and Fixtures	Lunch tables for 6-7th grade students. 9 tables with seating for 16 per table. 190 new students within 2 years, in Planning and Implementation periods.	\$18,000
Equipment	733 Furniture and Fixtures	12 Teacher desks and chairs, plus 2 new counselors, for a total of 14	\$14,000
Equipment	733 Furniture and Fixtures	8 instrument storage shelves. Band, Orchestra,	\$10,000
Equipment	733 Furniture and Fixtures	Chromebook Vevor Chromebook charging storage units for each of the 12 classrooms that serves 6th-7th grade students	\$4,800
Equipment	733 Furniture and Fixtures	72" Zanduco Refrigerated Rolling Salad Bar and Cold Food Table to support lunch program available to 6th and 7th graders.	\$3,500
Equipment	733 Furniture and Fixtures	Avantco 34" Portable Milk Cooler to support lunch program available to 6th and 7th graders	\$1,100
Equipment	733 Furniture and Fixtures	Conference room table and 10 chairs 6 Additional Chair for counselor's office	\$3,400
Equipment	733 Furniture and Fixtures	6 Rolling Library shelves	\$2,500
Equipment	733 Furniture and Fixtures	Sit to Stand Desktop risers for office and registration needs associated with 6th and 7th graders	\$1,200
Equipment	733 Furniture and Fixtures	Standing rolling desk for checkout in the lunch program available to 6th and 7th graders	\$500
Equipment	733 Furniture and Fixtures	Stanchions to direct the lunch line and support the lunch program available to 6th and 7th graders	\$600
Equipment	734 Technology Related Hardware	Cell Phone pouches to limit the use of phones during school hours	\$10,000
Equipment	739 Other Equipment	See Musical Instrument list in additional sheet. All 6th graders take art exploration classes which offers families additional options for registration.	\$54,700
Equipment	739 Other Equipment	Indoor and outdoor Activity equipment for 6th grade usage. See Activity Equipment sheet.	\$16,802
Equipment	739 Other Equipment	Laminator for teacher use of teaching tools	\$2,000
Equipment	739 Other Equipment	Freestanding Commercial Refrigerator for use with the lunch program available to 6th and 7th graders	\$1,800
Equipment	739 Other Equipment	Tomcat Nano-Edger for maintenance of the gym floor, which is used by 6th and 7th grade for lunch, classes, assemblies and gym	\$1,500
Equipment	739 Other Equipment	Clarke Industrial carper cleaner for use with maintaining clean classrooms and halls for 6th and 7th grade areas	\$4,600

Equipment	739 Other Equipment	6 microwaves for use with the lunch program available to 6th and 7th graders; also for use in the Healthy Lifestyles and Seminar classes	\$1,200
Equipment	739 Other Equipment	3 counter-top ovens for use in the Healthy Lifestyles and Seminar classes available to 6th and 7th graders	\$900
Equipment	730 Equipment	Removable Motorized gym divider curtain to separate gym and lunch area, create two class spaces when needed.	\$91,347
		Total	\$2,000,000

Application Title:Paradigm Schools

Application's average score: 95.00
Reviewer 1

Total Points awarded by reviewer	93
Overall Review Comments Strengths	The application presents a well-defined and differentiated educational model that is consistently aligned to the 6th grade expansion, with clear connections across curriculum, professional development, and student support. There are well-developed systems in key operational areas and the applicant demonstrates strong foundational systems, including robust family and community engagement, comprehensive financial controls and sustainability planning, and clear governance and autonomy structures that support effective school operation. There is also clear evidence of demand and thoughtful expansion design. Enrollment projections, waitlist data, and community feedback provide a strong rationale for expansion, and the application demonstrates intentional planning to meet family demand and support students entering at a critical transition point.
Overall Review Comments Weaknesses	Several sections (e.g., lottery process, project management, transportation) include key components but lack full clarity or cohesion in how systems operate in practice, particularly around waitlist management, decision-making structures, and execution accountability. Additionally, while the overall school model is strong, some sections do not fully differentiate how systems will be adapted for the 6th grade expansion relying instead on existing school structures without clear expansion-specific detail as applicable.
Clarity and Completeness of Executive Summary	3-Strong Evidence : The executive summary provides a clear, coherent, and comprehensive overview of the proposed project. It articulates the purpose of the expansion, specifically extending an established 7th through 12th grade model to include 6th grade, and clearly connects this expansion to identified needs, including the importance of the 6th grade transition year, family demand, and existing waitlists. The summary effectively describes the school’s educational model, including its classical, discussion-based, and mentoring approach, and explains how this model will be extended to serve younger students. The section also identifies key components of the project, including teacher training and coaching, targeted outreach and enrollment strategies, and a focus on academic growth in English Language Arts and mathematics supported by structured assessments, daily targeted support, and individualized mentoring. In addition, the summary addresses governance, autonomy, and sustainability by describing the role of the independent board, authorizer oversight, fiscal controls, and the use of CSP funds for one-time startup costs with ongoing support through enrollment-based funding. The executive summary synthesizes the major elements of the proposal into a clear and cohesive narrative that demonstrates a strong understanding of the project and its intended outcomes.
Alignment with Charter School Definition (ESEA § 4310(2))	3-Strong Evidence : The application explicitly addresses alignment with ESEA § 4310(2), stating: “The school is tuition-free, open to all students, and held to rigorous academic, financial, and organizational standards, while retaining flexibility...” It clearly demonstrates: open enrollment, accountability (academic, financial, organizational standards), specifically as an already existing school, and autonomy.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Governance, Operational Independence, and Mission Alignment	3-Strong Evidence : The executive summary references governance and operational structure, including an independent Board providing oversight, an authorizer conducting performance reviews and a mention of fiscal controls and operational systems. It also maintains alignment between the mission (classical, mentoring-based education) and the proposed expansion. However, this section in writing remains high-level and lacks additional details on how governance functions in practice and the specific operational systems supporting expansion. During the interview, the team discussed distinctions between the Board and the School Team; they also discussed the role of the Schools Director (Fernando Seminario) and what he is authorized to do and not do in relationship to the Board and in relationship to direction of the School. They interview team demonstrated how governance and operational independence support the school’s mission and where they are different as well as opportunities to engage and ensure that there is Board alignment and understanding of the mission (participation in Oral Exams, for example).
Math Growth Strategies	2-Moderate Evidence : The applicant describes a structured system of math support, including daily targeted instruction through an “anchor class,” use of digital platforms (IXL Math), small-group interventions, and enrichment opportunities. Mentors and para-professionals provide real-time guidance, and formative assessment is used to monitor progress. However, the section primarily describes intervention and support structures rather than a comprehensive math instructional strategy. It is unclear: What core math instruction looks like during the regular school day?, Whether the “anchor class” serves as primary instruction or supplemental intervention?, How math is taught outside of targeted support (e.g., dedicated math block, integration within Seminar, or other structures). Additionally, while the proposal expands the model to include 6th grade, the application does not explain how the math approach will be adapted to meet the developmental and foundational needs of younger students, or whether the existing 7–12 model will be directly extended without modification; and how that plan will support driving stronger math outcomes for students overall.
ELA Growth Strategies	2-Moderate Evidence : The applicant describes a literacy-rich instructional environment grounded in Socratic discussion, analysis of original texts, and integrated English Language Arts and Social Studies instruction through the Seminar model. Students engage in reading, writing, discussion, and reflection, with mentors guiding inquiry-based learning and providing individualized feedback. This approach emphasizes critical thinking, comprehension, and expression, and reflects a coherent philosophy for developing higher-order literacy skills. However, the section does not clearly define a systematic literacy strategy, particularly for students at varying levels of readiness. It is unclear how skill gaps are explicitly taught and reinforced and how students who are not yet prepared to engage in discussion-based learning are supported to access the model. Additionally, while the model is extended to include 6th grade, the application does not explain how literacy instruction will be adapted, if at all, to meet the developmental needs of younger students entering the program.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Growth Plan & Enrollment Strategy	3-Strong Evidence : The applicant provides a clear growth trajectory, including year-by-year enrollment projections and a phased expansion that integrates 6th grade into an existing 7–12 model. The plan demonstrates a structured approach to scaling enrollment and includes a multi-channel recruitment strategy targeting homeschool networks, charter-aligned communities, feeder schools, and prospective families through tours, events, and digital outreach. However, the application does not provide enrollment projections by grade level, limiting clarity on how growth will be distributed across the program. In particular, it is unclear how many students will be added at the 6th grade level versus changes in existing grades, and how enrollment will be balanced between the newly defined Preparatory School (grades 6–8) and high school (grades 9–12). Additionally, while the application introduces a structural shift to a Preparatory School model, it does not clearly explain how this change impacts enrollment planning, program structure, or student experience across grade levels. In other words, the applicant is adding a 6th grade (per the grant application Executive Summary) but is also shifting its model to have a Preparatory School (which is formally named in the Education Model); though this can be by default, important to clearly articulate impact in education model and what that may mean when considering the growth plan and the enrollment strategy. While the overall growth strategy is well-developed and supported by defined recruitment approaches, there is a lack of grade-level specificity and clarity on structural implications. During the Interview, the interviewing team discussed the overlap and the distinctions between the 6th grade and the existing model. They also articulated the enrollment strategy and what they identified as their "conservative" model which includes targeted enrollment practices, support from a third party vendor to move leads to applicants, and the current state of that work which is that they have more applicants than seats.
Professional Development	3-Strong Evidence : The applicant outlines a coherent approach to professional development across both planning and implementation phases, including training in curriculum alignment, the liberal arts model, and mentoring philosophy, as well as ongoing workshops, coaching, and a structured mentoring program pairing new staff with experienced mentors. This demonstrates a strong foundation and alignment to the school’s existing instructional model. However, the professional development plan is described at a general level and does not clearly reflect the specific demands of the proposed project. While the application references the inclusion of new 6th grade mentors, it does not explain how professional development will be tailored to support teachers in adapting the model for a new grade level or for the newly defined Preparatory School structure (grades 6–8). In particular, the application does not address: How new 6th grade teachers will be supported in implementing the model for a younger and developmentally distinct student population, how professional development will adapt to support the structural shift to a Preparatory School model or whether there are any additional or differentiated supports specific to the expansion effort. The applicant also did not include operational components like the frequency or cadence of professional development or how the effectiveness of PD is measured or monitored. During the interview, the interview team discussed specific examples of the 6th grade model and the corresponding professional development aligned to it.
Feasibility & Sustainability	3-Strong Evidence : The applicant provides a reasonable overview of factors supporting feasibility and sustainability, including experienced staffing, alignment to an existing school model, and multiple funding sources such as per-pupil revenue, operational budget absorption, partnerships, and fundraising. The application also identifies key resource priorities, including mentorship, curriculum, technology, and professional development. These elements demonstrate a general understanding of the components required to sustain the program and reflect a stable organizational foundation. However, the application does not provide a defined long-term plan. Specifically, it lacks clearly defined funding assumptions or financial projections tied to the expansion, detailed staffing structures or cost implications and explicit explanation of how resources will be allocated and sustained over time. During the interview, the interview team discussed that costs for the expansion were tied to "1x fees" and that they had authority to shift resources to ensure that long-term the school is accountable for supporting the fullness of the enrollment and education offering.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

SMART Goals Aligned to Project Design	2-Moderate Evidence : The applicant provides three clearly defined goals aligned to the proposed 6th grade expansion, including professional development, enrollment, and academic growth. Each goal includes measurable components, defined timelines, and alignment to the project’s core priorities. The academic goal is particularly strong, as it establishes a clear assessment cycle, defines measurable targets, and focuses specifically on ELA and Mathematics outcomes for incoming 6th grade students. The enrollment goal includes phased capacity targets with timelines, and the professional development goal outlines completion requirements and participation expectations for new teachers. While some terms (e.g., “10% growth”) could benefit from additional definition, the goals are specific, measurable, time-bound, and clearly aligned to the project design. However, the goals do not include a clearly defined objective specifically addressing achievement or growth for educationally disadvantaged student populations, as required by the rubric. While the goal targeting students entering below grade level demonstrates attention to students with greater academic need, it reflects a performance-based grouping rather than a defined student population. Importantly, the use of “students below grade level” is not interchangeable with educationally disadvantaged students. Not all students performing below grade level are educationally disadvantaged, and not all educationally disadvantaged students perform below grade level. As a result, the goal does not ensure that outcomes for key student groups such as English learners, students with disabilities, or other underserved populations are explicitly tracked or addressed.
Goal Tracking & Progress Monitoring	2-Moderate Evidence : The applicant describes a structured approach to tracking progress, including multiple sources of data collection such as teacher and coach reporting, attendance data, class-level performance metrics, and three formal assessment points in English Language Arts and Mathematics throughout the year. The application also establishes a regular cadence for progress monitoring through mentor meetings, administrative reviews, and four formal progress reviews annually, with visibility to school leadership and the governing board. However, the system is not fully defined and does not clearly reflect the specific demands of the proposed project. While data is collected and reviewed regularly, the application does not describe how progress for the new 6th grade cohort will be distinctly tracked or analyzed as part of the expansion. It is unclear how data related to newly enrolled students will be monitored over time to assess the effectiveness of the 6th grade addition. Additionally, the application does not describe how data will be disaggregated across student groups, nor does it clearly outline a formalized system or protocol for analyzing and managing goal progress.
Monitoring and Improving Academic Outcomes	2-Moderate Evidence : The applicant describes a general approach to monitoring and improving academic outcomes, including the use of multiple identification measures such as family intake surveys, academic screening data, and state and federal indicators, as well as the development of individualized support plans that are monitored and adjusted based on student progress. This demonstrates a reasonable structure for identifying and responding to student needs. However, the section does not provide sufficient evidence to demonstrate that this system is clearly defined or effective in practice, particularly in the context of the proposed expansion. The applicant does not include evidence demonstrating that their current approach successfully improves academic outcomes, explanation of how the system will be adapted or applied to the new 6th grade, or clear processes for how their way of monitoring leads to systematic instructional improvement across student groups. During the interview, the interview team discussed their intervention methods including an additional homeroom time the school is using to drive intervention; however, there still was not a clear connection to academic outcomes; the examples did highlight the inputs the schools was making to support student achievement.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Identification of Underserved and Educationally Disadvantaged Student Needs	3-Strong Evidence : The applicant clearly describes systematic methods for identifying underserved and educationally disadvantaged students through multiple measures, including family intake surveys, academic screening data, and state and federal indicators. These methods provide a structured approach to identifying student needs at entry and throughout enrollment. The application also explicitly identifies key student populations, including students with disabilities, English Language Learners, and economically disadvantaged students, and aligns identification processes with established frameworks such as IDEA and state/federal requirements. While the section focuses more on identification than on the operational details of implementation, it provides sufficient clarity and structure to demonstrate a systematic approach to identifying student needs.
Equitable and Inclusive Practices to support and address the identified needs of ALL students	3-Strong Evidence : The applicant describes a range of equitable and inclusive practices, including trauma-informed instruction, restorative approaches to behavior, culturally responsive teaching, and the use of diverse and representative instructional materials. The application also highlights ongoing professional learning for staff and regular review of data related to access, participation, and outcomes. These elements demonstrate a clear commitment to equity and inclusion and reflect alignment with identified student needs. However, the application does not provide a fully developed plan for implementation. It is unclear how these practices are consistently applied across classrooms and student groups, how specific practices are tailored to address the needs of different populations, and what systems are in place to ensure accountability and effectiveness over time In the context of the proposed expansion, while the applicant shares that the School Declaration will be adopted in the 6th grade, the application does not explain if any equitable and inclusive practices will be adapted to support the new 6th grade cohort. It is unclear how access, belonging, and support may be intentionally structured for these students as they transition into the school’s academic and cultural model. During the interview, the interview team discussed specific 6th grade programmatic infrastructure including more support in core literacy and math, exploration into languages and arts, and culture preparedness as new student body.
Family & Community Engagement	3-Strong Evidence : The applicant provides a clear and proactive set of strategies to engage families and the broader community, including regular parent meetings, mentor groups, community forums, volunteer opportunities, service projects, and school events. Families are also engaged through surveys, focus groups, and feedback sessions, with open Board meetings accessible to all stakeholders. Importantly, the application states that family input directly informs school improvement planning, curricular priorities, budgeting decisions, and calendar development, demonstrating a meaningful connection between engagement and school operations. Additionally, the model is intentionally designed to accommodate diverse family needs, including homeschool and hybrid-learning families, further strengthening accessibility and engagement.
Inclusive Decision-Making Opportunities	3-Strong Evidence : The applicant outlines clear and intentional structures to support inclusive decision-making, including advisory committees, school improvement teams, and multiple feedback channels such as surveys, listening sessions, and focus groups. The application also demonstrates attention to accessibility through flexible scheduling, virtual participation options, and language supports, with explicit focus on engaging underserved and underrepresented families. These elements reflect a well-designed system for creating meaningful opportunities for participation in school decision-making. However, the application does not provide evidence of how these structures function in practice. It is unclear: -The extent to which families from underserved populations actively participate in these opportunities -How participation is tracked or measured over time -How feedback is systematically used to inform decisions and drive continuous improvement While the applicant clearly defines opportunities for engagement, the absence of participation data or outcomes limits visibility into the effectiveness of these current structures and therefore what should/should not continue as a part of the 6th grade cohort.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Pre-Planning Engagement and Community Buy-In	3-Strong Evidence : The applicant provides clear evidence of pre-planning engagement, including interest surveys, open houses, and focus groups conducted prior to expansion planning. The inclusion of survey data (167 responses) strengthens the credibility of this outreach. Importantly, the application demonstrates that stakeholder feedback directly influenced key program decisions, including: addition of 6th grade, curriculum model, emphasis on mentorship and character education and flexible learning structures. This shows not only engagement, but impact of engagement on design.
Equitable Recruitment, Enrollment, and Retention	3-Strong Evidence : The applicant provides a comprehensive and culturally responsive recruitment and enrollment strategy, including: Multilingual materials and interpretation services, Spanish-speaking staff and multilingual team capacity, flexible scheduling for outreach events, and targeted outreach in community spaces. The plan also includes: specific supports for families of students with disabilities, ongoing review of enrollment data and outreach effectiveness, and adjustments to improve inclusivity and access over time. These strategies demonstrate a clear and operationalized approach to equitable recruitment and retention that addresses barriers to access for diverse populations.
Projected Enrollment and Evidence of Demand	3-Strong Evidence : The applicant provides a well-supported and data-informed rationale for projected enrollment and demand. The application includes: Current enrollment figures, facility capacity, demonstrating feasibility without expansion, a clearly stated application-to-enrollment yield rate, and specific projections for 6th grade cohorts. This reflects a quantified and internally consistent methodology for projecting enrollment. The application further strengthens its case through multiple sources of demand evidence, including: multi-year waitlists, broad geographic draw beyond local boundaries, enrollment patterns reflecting diverse populations and family demand for earlier access to the model (supported by survey data and feedback).
Alignment to Local Needs and Access	3-Strong Evidence : The applicant clearly explains how the proposed expansion aligns with local student and family needs, particularly the demand for earlier access to a small, relationship-based, and flexible educational model. The application connects enrollment trends, family feedback, and program design to demonstrate responsiveness to community priorities. The school also demonstrates strong use of district and community assets. These partnerships support both recruitment and student experience, reflecting intentional integration into the broader community. Additionally, the application provides a detailed explanation of accessibility. These factors demonstrate a thoughtful approach to reducing barriers to access, particularly for economically disadvantaged families and those outside the immediate area.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Transportation Strategy and Equity	3-Strong Evidence : The applicant outlines several strategies to support transportation access, including carpool coordination, access to public transit, staff-supported problem-solving for families, and compliance with IDEA requirements for students with disabilities. The plan demonstrates awareness of legal obligations and includes multiple approaches to reducing barriers to access. However, the transportation model remains primarily family-dependent, and the application does not clearly articulate how this approach will function in the context of the proposed expansion. While the applicant references both existing strategies and the exploration of additional options, it is unclear whether transportation supports will be adapted, expanded, or remain consistent for the addition of 6th grade. In particular, the response does not clarify how transportation will be structured for newly enrolled 6th grade students, who may have different access needs due to age and entry point into the school. The reliance on voluntary and informal systems, such as carpool coordination, is described, but the application does not specify how these approaches will be experienced by or communicated to families new to the school. During the interview, the interview team discussed their transportation model, as aligned to Utah law, they also discussed best practices they are using for transportation to include 6th grade.
Access and Logistics	3-Strong Evidence : The applicant provides a clear and detailed explanation of how the school’s location supports access for its target population. The campus is centrally located within the Salt Lake Valley, with proximity to major roadways, a public transit bus stop directly adjacent to the school, and rail access within two miles. The addition of pedestrian safety infrastructure, including a marked crosswalk with flashing lights, further strengthens accessibility for students who walk to school. The application also demonstrates an understanding of its broader enrollment area and describes how transportation options support students traveling from multiple communities.
Community Notification and Recruitment	3-Strong Evidence : The applicant provides a clear and detailed plan for community notification, recruitment, and lottery execution. The application outlines multiple communication channels, including the school website, social media, phone, email, text outreach, and local advertising such as mailers and billboards. A clear timeline is provided, with the application window opening October 15 and the initial lottery taking place on or around February 1. The applicant also describes key elements of the lottery process, including eligibility requirements, permitted enrollment priorities and exemptions with defined caps, and procedures for ongoing recruitment and enrollment.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Lottery Implementation, Waitlist, and Enrollment	3-Strong Evidence : The applicant provides a general description of the lottery process, including an initial lottery draw, use of a randomizer, creation of a ranked list, and communication of acceptance decisions. The application also references the use of a waitlist and outlines timelines for acceptance and enrollment. However, the process is not fully clear or consistently defined. While a waitlist is mentioned, the application does not describe how it is structured, maintained, or used to fill vacancies over time. Additionally, the description of ongoing “weekly lotteries” introduces ambiguity, and it is unclear whether these refer to continued selection from an existing ranked list or the administration of new lottery processes. The relationship between the initial lottery, the waitlist, and subsequent enrollment decisions is not fully articulated. As a result, the process lacks clarity in how students are selected and enrolled after the initial lottery. As written, the applicant demonstrates an understanding of lottery procedures but there is lack of clarity in the prescribed system. During the interview, the interview team clarified the lottery procedures and that the "weekly lottery" was a random selection based on the waitlist; they also discussed how that process met Utah state law.
Board Member Information	3-Strong Evidence : The applicant provides complete information on all board members, including names, roles, email addresses, and descriptions of professional background and community connections. The inclusion of full board member resumes further strengthens the application by providing additional detail on qualifications and experience. The board reflects a range of relevant expertise, including finance, operations, education, and community engagement, as well as connections to key populations served by the school. The application could be further strengthened by clarifying how board composition reflects the demographics of the student population, particularly in the context of the proposed 6th grade expansion.
Project Manager, Support Team, and Partner Organizations / ESPs	3-Strong Evidence : The applicant identifies a project manager and a multi-functional support team, including administrative, financial, and curriculum leads, with defined responsibilities across key operational areas. Supplemental materials, including the organizational chart and project timeline, strengthen the application by providing greater clarity on team structure, functional roles, and sequencing of major activities. The organizational chart demonstrates an established leadership structure with clearly defined domains of responsibility, and the timeline outlines key milestones, including hiring, curriculum development, professional development, and reporting checkpoints across the planning and implementation phases. However, the application does not fully articulate a cohesive project management system. It remains unclear: How the project manager is positioned to drive execution across teams, how progress toward milestones will be systematically tracked and managed, how accountability is maintained across functional areas and how decisions will be coordinated to ensure the project remains on time and within budget. While roles and activities are defined, the connection between team structure, project ownership, and execution shows operational gaps as written. During the interview, the interview team discussed how the 6th grade expansion was a part of weekly team meetings (stated on the agenda) and who, School Director, was expected to drive the initiative forward and ensure compliance of meeting milestones.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Charter School Autonomy and Authorizer Relationship	3-Strong Evidence : The applicant clearly describes the relationship between the school and its authorizer, the Utah State Charter School Board, including oversight responsibilities related to academic performance, financial accountability, compliance monitoring, and governance. The application outlines a performance-based charter contract and clearly distinguishes between the authorizer’s oversight role and the school’s operational autonomy. It explicitly states that the school retains control over governance, academics, staffing, budgeting, and compliance, and confirms that no external organization (e.g., CMO or ESP) holds decision-making authority. These elements align with the requirements of ESEA § 4310(2) and demonstrate a clear understanding of charter school autonomy and accountability structures.
Quality Control and Accountability	2-Moderate Evidence : The applicant describes established quality control and accountability structures aligned to its existing charter school operations, including oversight by the governing board, compliance with authorizer expectations, and adherence to state and federal requirements. These elements demonstrate a clear understanding of the broader accountability framework within which the school operates. However, the application does not clearly articulate how quality control and accountability will be applied specifically to the proposed 6th grade expansion. While the school outlines goals related to the expansion, it is unclear how progress toward these goals will be systematically monitored, how performance will be evaluated, or how adjustments will be made in response to implementation challenges.
Comprehensive Budget Narrative	3-Strong Evidence : The applicant provides a clear, detailed, and well-aligned rationale and corresponding budget narrative that justifies expenditures through direct connection to the design and implementation of the 6th grade expansion. The narrative explains how each major cost category including personnel, curriculum, professional development, and operational supports contributes to achieving project goals. The narrative consistently links expenditures to project outcomes, including academic growth, enrollment targets, and teacher development, demonstrating strong alignment between budget and program design. As written, the applicant provides a clear, detailed, and purpose-driven budget narrative that justifies expenditures through alignment to the needs and implementation of the 6th grade expansion.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Planning vs. Implementation Phases	3-Strong Evidence : The applicant clearly distinguishes between planning and implementation phases across all major budget categories. Activities and expenditures are consistently categorized and described within each phase, demonstrating alignment between project timing and resource allocation. The applicant clearly distinguishes between planning and implementation phases across all major budget categories. Activities and expenditures are consistently categorized and described within each phase, demonstrating alignment between project timing and resource allocation.
Personnel Costs	3-Strong Evidence : The applicant provides a clear and detailed explanation of personnel roles, responsibilities, and allocation across planning and implementation phases in the budget narrative. Key roles are explicitly identified, including curriculum leadership, 6th grade teachers, a program leader, and newly created positions such as a 6th Grade Administrator and Counselor to support the expansion. The application clearly describes responsibilities tied to project implementation. Personnel allocations are also clearly defined across phases, including partial and full funding levels. Staffing decisions are justified through alignment to enrollment projections, program complexity, and compliance requirements. As written, the applicant provides a clear, detailed, and well-justified explanation of personnel roles and allocation. meeting the standard for strong evidence.
Accountability for Funds	3-Strong Evidence : The applicant provides a clear and comprehensive plan for financial accountability, supported by detailed fiscal policies and internal control systems. The application demonstrates strong alignment with requirements for financial oversight, reporting, and compliance. Supplemental materials further demonstrate robust systems, including segregation of duties, Board financial oversight, audit committee structure, annual independent audits and budget monitoring and reporting processes.
Post-Grant Sustainability	3-Strong Evidence : The applicant provides a clear and well-developed plan for sustaining the program beyond the grant period. The sustainability model is anchored in enrollment-driven funding and supported by strong financial planning practices. The application also describes conservative budgeting practices, multi-year forecasting, ongoing board oversight and supplemental funding through partnerships and fundraising. These elements demonstrate a clear strategy for maintaining financial stability and absorbing grant-funded costs into ongoing operations.

Application Title:Paradigm Schools

Application's average score: 95.00

Reviewer 1

Innovative Charter Model	1-Evidence Provided: The applicant clearly articulates a differentiated approach through a classical, Socratic, and mentoring-based model, providing earlier access (6th grade) to a rigorous, discussion-driven program that is not widely available in the local context. The model intentionally serves families seeking alternatives to traditional middle school structures, including homeschool and hybrid learners, by offering flexible scheduling, small seminar-style classes, and individualized mentoring tailored to diverse student needs.
High-Quality High School Programs	0-No Evidence : N/A
Meeting Rural Needs	0-No Evidence : N/A
Promotion of Educator and Community-Centered Models	1-Evidence Provided: The model includes a clearly defined coaching structure where new mentors are paired with veteran staff through a formal Coaching Program, ensuring instructional consistency, professional growth, and alignment to the school’s seminar-based approach.
Charter School/Traditional Public School Collaboration	1-Evidence Provided: The applicant leverages collaborations with public schools and community organizations to expand access to high-quality academic, artistic, and service-learning experiences that support student growth beyond the classroom. All partnerships are structured with formal agreements that define roles, supervision, and accountability.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Total Points awarded by reviewer	97
Overall Review Comments Strengths	The Applicant presents a clear and well-aligned charter school model with strong internal consistency across academics, governance, operations, and finance. It demonstrates a cohesive classical, mentoring-based instructional approach supported by structured systems for staffing, professional development, accountability, and financial oversight. The plan also shows strong evidence of community demand and thoughtful attention to equitable access through multilingual outreach, flexible enrollment systems, transportation supports, and targeted recruitment of underserved populations. Overall, it reflects solid organizational capacity, a clear educational vision, and strong alignment between goals and implementation strategies.
Overall Review Comments Weaknesses	The application is less developed in areas related to community-centered governance and structured shared decision-making with families, educators, and partners. While partnerships are present, many are primarily enrichment-based and are not clearly tied to measurable improvements in academic outcomes or instructional practice. Several sections emphasize intent but provide limited detail on how effectiveness will be measured or evaluated over time.
Clarity and Completeness of Executive Summary	3-Strong Evidence : Presence of an Executive Summary: The application includes a clearly defined and well-organized executive summary that introduces the school’s mission, outlines the funding request, and explains the proposed expansion. Its logical structure helps guide the reader through the key components of the proposal. Clarity: The writing is straightforward and easy to follow, maintaining a professional and coherent tone throughout. While largely free of unnecessary jargon, a few specialized terms could be simplified to make the content even more accessible. Key Information: The summary effectively captures all essential elements, including the educational approach, the justification for expansion, implementation strategies, governance, and plans for sustainability. It delivers a complete overview without omitting critical details. Conciseness: The content is succinct while still informative, avoiding repetition and unnecessary detail. A small amount of refinement could make certain sentences even more streamlined. Compelling Nature: The summary is engaging and convincing, clearly communicating the school’s value and the importance of the expansion. It builds a strong case by linking student needs, community demand, and anticipated long-term outcomes.
Alignment with Charter School Definition (ESEA § 4310(2))	3-Strong Evidence : The Executive Summary clearly and accurately describes both precise and well-integrated into the broader narrative. The application presents clear evidence that the school’s autonomy and flexibility align with the charter school definition under ESEA § 4310(2), and it does so with strong, specific connections. It explicitly references the statute and explains that the school is tuition-free, open to all students, and accountable to rigorous academic, financial, and organizational standards—key components of the definition. At the same time, it highlights the school’s flexibility to implement its classical curriculum, mentoring systems, and student-centered practices, directly illustrating autonomy in action. The inclusion of governance structures, such as independent board oversight and authorizer review, further strengthens the alignment by demonstrating accountability paired with independence.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Governance, Operational Independence, and Mission Alignment	3-Strong Evidence : Governance Structure: The Executive Summary clearly identifies the existence of a governing board and outlines its role at a general level. It explains that an independent board provides oversight while the authorizer conducts performance reviews, reflecting a sound governance framework. However, it does not clearly or explicitly describe how key operational decisions are made (e.g., who makes day-to-day decisions, how authority is distributed between leadership and the board, or specific processes). Operational Independence: The school’s operational independence is well articulated. The Summary effectively conveys the school’s autonomy, particularly in its ability to implement its classical curriculum, mentoring systems, and student-centered practices. While autonomy is clearly emphasized, the description is less explicit regarding decision-making authority over staffing and financial management. Connection to Mission: The Summary demonstrates a strong alignment between governance, operational independence, and the school’s mission. The flexibility described directly enables the delivery of its classical, discussion-based educational model, while accountability structures support consistent and responsible implementation of that mission. Decision-Making Process: The Summary suggests a clear structure for decision-making through references to board oversight and authorizer accountability. While the structure is implied, the Summary narrative does not fully explain how key operational decisions are made, the gaps in clarity were addressed during the interview.
Math Growth Strategies	2-Moderate Evidence : The Applicant's Educational Model includes structured math supports such as daily targeted instruction, use of platforms like IXL, small-group interventions, and enrichment opportunities. These strategies reflect a thoughtful approach to improving student outcomes but are described in general terms and are not explicitly connected to improving median growth percentiles (MGP). Although a 7% improvement in math understanding is noted, there is no clear framework linking instruction to MGP targets or state growth measures. The proposal provides clear, measurable, and time-bound goals, particularly in the SMART Goals section. These include pre-, mid-, and post-assessments, concrete growth targets such as 70% of students achieving 10% growth, and subgroup goals for students below grade level. It also outlines strong support systems, including daily instruction, individualized mentoring, progress monitoring, and data-driven decision-making. Overall, the proposal is strong in measurable goals and student supports but would be stronger with a more explicit connection between math strategies and median growth percentile outcomes.
ELA Growth Strategies	2-Moderate Evidence : The Applicant outlines several ELA supports, including daily targeted instruction, use of original texts, discussion-based learning, individualized feedback from mentors, and support from para-professionals. These strategies are aligned with improving reading comprehension, analytical writing, and vocabulary development and reflect a thoughtful instructional approach. However, like the math section, the ELA strategies are described in general instructional terms and are not explicitly tied to annual improvement in MGP or a defined growth accountability framework. There is no clear explanation of how these practices are measured against MGP targets or how they systematically drive annual percentile growth. The proposal does provide strong measurable goals and supports for student success. It includes structured assessment timelines (pre-, mid-, and post-assessments), specific growth targets such as 70% of students achieving 10% growth, and clear subgroup goals for students below grade level. In addition, it outlines robust support systems, including daily instruction, individualized mentoring, ongoing progress monitoring, and data-driven decision-making to guide interventions and instruction. The ELA section is strong in instructional design and student support systems, but it lacks a direct, explicit connection between instructional strategies and median growth percentile outcomes.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Growth Plan & Enrollment Strategy	3-Strong Evidence : The Applicant provides a clear and complete growth plan that identifies the grades served (expanding from 7–12 to include 6th grade, forming a 6–8 preparatory program within a 6–12 school) and includes multi-year enrollment projections broken down by total school population. It outlines expected growth from 380 students in 2025–26 to 580 students by 2028–29, demonstrating a logical and phased expansion model. The Application also includes strategies to meet enrollment targets, such as outreach to homeschool networks, feeder schools, charter-friendly communities, open houses, family engagement events, social media campaigns, and the use of a third-party lead follow-up system. These strategies are clearly aligned to support enrollment growth and reflect a proactive recruitment approach.
Professional Development	3-Strong Evidence : The Applicant's professional development plan is clearly coherent and well-structured, and it strongly ensures that both administrators and teachers understand and can implement the educational model. It includes specific, aligned components such as Great Books training, mentoring philosophy development, Socratic seminar practices, coaching cycles, and pairing new staff with experienced mentors—all of which directly reinforce the instructional model. The connection between the educational model, growth plan, and PD plan is also strong and intentional. PD is explicitly designed to support faithful implementation of the school’s classical, discussion-based approach, and the coaching and training structures directly support scaling the model as enrollment grows and 6th grade is added. This demonstrates alignment across instructional design, staffing development, and expansion planning.
Feasibility & Sustainability	3-Strong Evidence : The Applicant provides reasonable evidence that the school can sustain and scale its model over time, highlighting strong governance, fiscal oversight, and existing coaching and professional development systems that support instructional consistency as enrollment grows. The phased enrollment plan also reflects a realistic approach to scaling. However, the proposal remains somewhat general and would be strengthened by more detailed financial projections and contingency planning. While the application does address feasibility and sustainability, it does so at a high level rather than with fully developed detail. It outlines staffing roles, general funding sources (per-pupil revenue, start-up cost absorption, and fundraising), and broad resource priorities, but it lacks more rigorous evidence such as detailed multi-year financial projections, contingency planning, or quantified staffing-to-growth ratios. The connection to scaling the model is present and the alignment with the mission is clear.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2

SMART Goals Aligned to Project Design	3-Strong Evidence : The Applicant meets all criteria for a top score. It includes 3 clearly defined SMART goals that are specific, measurable, time-bound, and realistic, with clear benchmarks for success across staffing, enrollment, and academic growth. The goals align well with the project design, including instructional supports, professional development, and enrollment strategies. While the connection to the budget is not explicitly itemized, the alignment is strong enough through clear linkage to staffing, training, and instructional resources. Importantly, the academic growth goal explicitly addresses ELA and math outcomes and includes a subgroup focus on students below grade level, meeting the requirement for attention to educationally disadvantaged students.
Goal Tracking & Progress Monitoring	3-Strong Evidence : The Applicant clearly outlines strong progress monitoring systems, including multiple data sources (internal metrics, attendance, observations, and state assessments), as well as a structured cadence of pre-, mid-, and post-assessments and regular review meetings with staff and the board. However, the application does not explicitly and consistently describe disaggregated data analysis practices. While subgroup goals are mentioned elsewhere, the system for routinely breaking down and analyzing data by student subgroup (e.g., ELL, SPED, socioeconomic status) is not clearly defined within the progress tracking framework itself. The disaggregation is a key component of the criterion was clarified during the interview.
Monitoring and Improving Academic Outcomes	3-Strong Evidence : The Applicant provides a clear process for identifying student needs using intake surveys, academic screening data, and state indicators. It outlines individualized support plans developed with families and staff, along with required services for students with disabilities (IDEA compliance), ELLs, and economically disadvantaged students. These elements demonstrate a strong commitment to meeting diverse student needs. The application also includes equitable practices such as professional development in trauma-informed and culturally responsive instruction, curriculum review for representation, and the use of both qualitative and quantitative data to inform decisions about instruction and resources. However, while supports and values are clearly described, the narrative is less specific about regular, structured systems for ongoing academic monitoring and improvement, such as detailed progress monitoring cycles, intervention triggers, or how data is routinely used at the student level. The monitoring framework was explained during the interview.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2

Identification of Underserved and Educationally Disadvantaged Student Needs	3-Strong Evidence : The Applicant clearly outlines systematic methods for identifying underserved and educationally disadvantaged students, using intake surveys, academic screening data, and state and federal indicators to identify students with disabilities, English Language Learners, and economically disadvantaged students. The application also provides targeted supports once students are identified. Students with disabilities receive IDEA-aligned services through IEPs delivered by licensed staff, ELLs receive integrated instruction and supplemental language support, and economically disadvantaged students are supported through access to resources, meal programs, and fee waivers.
Equitable and Inclusive Practices to support and address the identified needs of ALL students	3-Strong Evidence : The Applicant proposes a strong, coherent, and mission-aligned plan with clear commitments to equity, inclusion, and individualized support. It demonstrates an understanding of key compliance areas (IDEA, ELL services, economically disadvantaged supports) and includes meaningful structures such as data use, professional learning, and school culture development.
Family & Community Engagement	3-Strong Evidence : The Applicant describes clear, proactive strategies to actively engage families and the broader community in support of the school’s mission and success. It demonstrates: •Multiple, accessible engagement pathways for families •Strong intentionality around inclusion and multilingual access •Meaningful structures for participation in governance and decision-making •Evidence of pre-planning engagement influencing program design •Integration of family involvement across recruitment, enrollment, and school culture While there are areas that could be strengthened (especially in measuring impact, formalizing feedback loops, and expanding broader community partnerships), those are enhancements rather than deficiencies. The core requirement of proactive, equitable, and structured engagement is clearly met.
Inclusive Decision-Making Opportunities	3-Strong Evidence : The Applicant provides clear and meaningful opportunities for families and community members, particularly underserved populations, to participate in school decision-making. It establishes multiple structured pathways such as advisory committees, surveys, focus groups, listening sessions, and open Board meetings. The school also reduces barriers to participation through flexible scheduling, virtual options, and language access supports. Importantly, it intentionally includes economically disadvantaged, multilingual, and historically underrepresented families in governance structures. Overall, the plan demonstrates a strong commitment to equitable and inclusive decision-making with evidence that stakeholder input meaningfully influences school policies and programs.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Pre-Planning Engagement and Community Buy-In	3-Strong Evidence : The Applicant provides strong evidence of pre-planning engagement that includes relationship-building with families and the broader community. It describes the use of surveys, open houses, and focus groups to gather stakeholder input before expansion decisions were finalized. These activities demonstrate intentional efforts to understand community needs and priorities early in the planning process. The plan also shows clear community buy-in, as stakeholder feedback directly influenced key program decisions such as curriculum design, grade-level expansion, and instructional approaches. This indicates that engagement was meaningful and had a real impact on school development rather than being purely symbolic. Overall, the evidence reflects effective use of stakeholder input to inform planning and establish trust with the community.
Equitable Recruitment, Enrollment, and Retention	3-Strong Evidence : The Applicant outlines clear and culturally responsive practices that support the needs of diverse families. It provides multilingual enrollment materials and interpretation services to ensure language access. The presence of Spanish-speaking staff further strengthens communication and accessibility for multilingual households. Outreach efforts are expanded through community locations such as libraries and public spaces to reach a broader range of families. Flexible scheduling for enrollment events helps accommodate working families and reduce participation barriers. Overall, the plan demonstrates a strong commitment to equitable access and culturally responsive engagement.
Projected Enrollment and Evidence of Demand	3-Strong Evidence : The Applicant provides clear and well-supported enrollment projections based on historical data, demonstrated demand, and community need. It uses a consistent 58% application-to-enrollment yield rate to project realistic cohort sizes for the new 6th grade. Evidence of demand is strengthened through multi-year waitlists, steady applicant flow, and strong interest from homeschool and hybrid-learning families. The school also shows broader regional draw and enrollment from diverse demographic groups, indicating sustained community interest. The expansion is further supported by qualitative feedback from families requesting earlier access to the school’s educational model and middle school support. Facility capacity and transportation access are addressed to show that the projected growth is operationally feasible. Overall, the methodology and evidence together demonstrate strong alignment between community demand, enrollment projections, and the school’s expansion plan.
Alignment to Local Needs and Access	3-Strong Evidence : The Applicant clearly explains how Paradigm Schools will support local student and family needs through intentional use of community and regional assets as well as a strategically accessible location. It identifies multiple partnerships with schools, civic organizations, arts groups, and community institutions that provide enrichment opportunities, service learning, and student engagement experiences. These partnerships are appropriately described as supportive and complementary, while the school maintains full operational autonomy. The application also provides a clear rationale for how the school’s central location within the Salt Lake Valley enhances access for a broad geographic population. Proximity to major roadways, public bus routes, and nearby rail service is used effectively to demonstrate reduced transportation barriers for families, including those who are economically disadvantaged. Additional supports such as carpool coordination and safety improvements further strengthen access. Overall, the proposal demonstrates a coherent and well-supported connection between community assets, transportation infrastructure, and equitable access to educational opportunities, showing that local student and family needs are thoughtfully addressed through both partnerships and location.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Transportation Strategy and Equity	3-Strong Evidence : The Applicant clearly outlines a reliable, safe, and equitable transportation approach for all students, including those with disabilities or special needs. It combines family-supported transportation, public transit access, and school-coordinated solutions such as carpool systems and community resources. The plan fully addresses legal requirements by ensuring IDEA-compliant transportation services are provided when required by a student’s IEP. The school’s location near major roadways and public transit further supports accessibility and reduces barriers for families. Additional safety measures and potential shared transportation agreements strengthen the plan’s long-term effectiveness. Overall, the transportation plan is comprehensive, compliant, and well-designed to support equitable student access.
Access and Logistics	3-Strong Evidence : The Applicant clearly explains how the school’s location and transportation strategies support access for all students, including those who cannot walk or use public transit. It describes a centrally located campus in the Salt Lake Valley with close proximity to major roadways, bus lines, and nearby rail service, which expands access across a broad geographic area. The plan also notes neighborhood demographics and the presence of school-aged children within walking distance, supporting local accessibility. For students unable to walk or use transit, the school provides structured supports such as carpool coordination, family guidance, and community transportation resources. It also ensures transportation services are provided when required under a student’s IEP in compliance with federal law. Overall, the plan effectively demonstrates how both location and transportation strategies work together to ensure equitable access for all students.
Community Notification and Recruitment	3-Strong Evidence : The Applicant provides a clear, detailed, and well-structured lottery and enrollment process that includes community notification, recruitment timelines, selection procedures, and waitlist management. It establishes a transparent open enrollment system with defined application windows beginning October 15 and a lottery process beginning around February 1, followed by weekly lotteries as needed until seats are filled. The notification plan is comprehensive, using multiple communication channels such as the school website, social media, phone, email, text messaging, school announcements, and community advertising to ensure broad awareness. The lottery itself is described as a blind, randomized process conducted in an unbiased setting, supporting fairness and compliance with public school enrollment requirements. Staff-child eligibility preferences are clearly defined, including limited enrollment priorities for founding members, board members, staff, siblings, and partner-school students, with explicit percentage caps. These exemptions are clearly structured and do not undermine the overall random selection process. Waitlist procedures are also clearly outlined, including ranked placement, ongoing lottery draws, and defined timelines for accepting offers. No weighted lottery is used, and the application appropriately maintains a random selection model, ensuring equal access for all applicants. Overall, the process is transparent, equitable, and well-documented, meeting expectations for fairness and compliance.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Lottery Implementation, Waitlist, and Enrollment	3-Strong Evidence : The Applicant clearly describes a fair, transparent, and non-discriminatory lottery process for student enrollment. It establishes a blind, random selection system conducted in an unbiased setting, ensuring all qualified applicants have an equal opportunity for admission. The process is open to the public, with clear timelines for application submission, lottery draws, and offer acceptance, supporting transparency and predictability for families. The waitlist procedures are also well-defined, including ranked placement based on the lottery results and ongoing weekly lotteries to fill vacancies until the school year begins or grades are full. Enrollment offers include a clear acceptance deadline, after which seats are offered to the next student on the list, ensuring efficient and equitable movement through the waitlist. The application includes limited and clearly defined enrollment preferences for specific groups such as siblings, staff, board members, and founding families, with percentage caps that help maintain fairness and prevent undue advantage. Non-discrimination language is explicitly included, reinforcing compliance with applicable laws and equitable access for all students.
Board Member Information	3-Strong Evidence : The Applicant provides complete and clearly structured information on board members, including names, emails, officer roles, and individual areas of expertise. Each member’s background is described in a way that highlights relevant skills in education, finance, operations, community engagement, arts, and organizational leadership, which supports a well-rounded governance structure. The board composition reflects a mix of professional and community connections, including ties to finance, business, education, the arts, homeschooling networks, and culturally diverse communities. This range of expertise demonstrates an effort to align leadership capacity with the school’s operational, academic, and community engagement needs. Overall, the board appears diverse in experience and function, with clearly defined roles such as chair, vice chair, secretary, and treasurer, as well as members contributing specialized knowledge. The structure supports effective oversight and aligns with the needs of the school community, meeting expectations for strong governance representation.
Project Manager, Support Team, and Partner Organizations / ESPs	3-Strong Evidence : The Applicant clearly identifies a project manager and a comprehensive support team responsible for overseeing implementation of the expansion. The project manager is named, and additional key personnel are identified across administration, finance, curriculum, grant management, and operations, demonstrating a well-distributed leadership structure. Roles and responsibilities are clearly outlined, with specific duties assigned for budgeting, reporting, curriculum development, staffing, professional development, and day-to-day operational logistics. The plan also describes how different team members and board leaders collaborate to ensure alignment between academic goals, financial oversight, and grant compliance. A structured management system is in place, including monthly reporting to the board, ongoing financial monitoring, and defined accountability for timelines and deliverables. This demonstrates a clear plan to manage the project within both budget and timeline constraints.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Charter School Autonomy and Authorizer Relationship	3-Strong Evidence : The Applicant provides a clear and comprehensive explanation of the relationship between EFG Schools and its authorizer, the Utah State Charter School Board. It describes the school as operating under a performance-based charter contract that establishes academic, financial, and operational expectations while maintaining school-level authority over key decisions. The application also clearly defines the school’s autonomy and flexibility, noting that the authorizer’s role is focused on oversight through mechanisms such as academic performance reviews, financial audits, compliance monitoring, and governance requirements, rather than day-to-day school operations. This separation reinforces EFG’s independence in critical areas including staffing, curriculum implementation, budgeting, and instructional practices. Overall, the description aligns with ESEA §4310(2) by demonstrating that the school retains control over educational programming, personnel decisions, budget management, and daily operations while remaining accountable for performance outcomes. The plan effectively reflects the charter model’s balance between innovation, autonomy, and accountability.
Quality Control and Accountability	3-Strong Evidence : The Applicant outlines strong quality control systems spanning governance, operations, performance management, and financial oversight. It describes a structured board-led governance model that ensures consistent oversight through monthly meetings, policy review processes, and leadership evaluations aligned with charter expectations. Accountability measures are clearly defined and include performance agreements, state-aligned academic benchmarks, financial audits, and compliance monitoring at both the authorizer and federal levels. The application further details financial safeguards such as segregation of duties, restricted fund accounting, procurement controls, and independent annual audits to ensure proper and responsible use of public funds. The plan also establishes clear criteria for intervention, renewal, and potential revocation, including corrective action plans, probationary status, and non-renewal in cases of sustained academic, financial, or compliance deficiencies. These mechanisms are grounded in measurable outcomes and documented performance data, supporting a structured and transparent accountability system. Finally, the application presents a comprehensive sustainability strategy based on enrollment-driven funding, conservative financial projections, strategic staffing aligned with growth, and the maintenance of financial reserves. Collectively, these components demonstrate strong and sustained financial and operational stability supported by disciplined oversight and management practices.
Comprehensive Budget Narrative	3-Strong Evidence : The Applicant presents a clear and detailed budget narrative that thoroughly justifies all expenditures and aligns closely with the overall project goals and expansion plan. Each major category—personnel, curriculum, professional development, technology, transportation, and marketing—is directly connected to the objectives of launching the 6th grade program and supporting stated SMART goals. Personnel costs are clearly explained within both the planning and implementation phases. The narrative specifies how grant funding will be used during the planning period to support partial salaries for curriculum leadership, full funding for new 6th grade mentors, and compensation for key roles involved in program coordination and compliance. It also outlines the creation of new leadership and counseling positions to support the expansion. The budget rationale effectively demonstrates that staffing investments are essential to successful early implementation, including responsibilities such as curriculum development, instructional alignment, data monitoring, and grant management. This establishes a clear and logical connection between personnel funding and the operational requirements of launching the new grade level. Overall, the budget is well aligned with the project narrative, and personnel costs are clearly and appropriately justified within the planning timeline, reflecting strong coherence and financial planning.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2

Planning vs. Implementation Phases	3-Strong Evidence : The Applicant clearly distinguishes between the planning and implementation phases through separate line items and detailed narrative descriptions for major budget categories. Each section identifies how funds will be used during the planning phase to support foundational activities such as curriculum development, staffing preparation, professional development, and initial resource acquisition, followed by implementation-phase expenditures focused on sustaining instruction, scaling enrollment, and supporting ongoing operations. The distinction between phases aligns well with the overall project narrative by reflecting a logical progression from preparation to execution. Planning phase activities are appropriately centered on building systems, training staff, and developing curriculum for the new 6th grade, while implementation phase costs support ongoing instructional delivery, staffing maintenance, and resource expansion as enrollment increases. This structure is consistent across personnel, curriculum, technology, transportation, and marketing categories, reinforcing coherence between budget design and project goals. Overall, the separation of planning and implementation is clear, well-organized, and fully aligned with the broader expansion narrative.
Personnel Costs	3-Strong Evidence : The Applicant provides a clear and detailed explanation of personnel roles, responsibilities, and how costs are allocated between the planning and implementation phases. It identifies specific staff members responsible for key functions, including curriculum development, grant management, finance, administration, special education leadership, and instructional support for the new 6th grade program. Each role is clearly tied to defined responsibilities. For example, curriculum leadership is responsible for instructional alignment, assessment development, and progress monitoring, while administrative staff oversee logistics, scheduling, and operational coordination. Financial and grant personnel are tasked with budgeting oversight, compliance monitoring, and reporting, ensuring strong fiscal accountability throughout the project. The cost allocations are also clearly justified across planning and implementation periods. Planning phase funding supports curriculum development, training, early staffing, and program setup activities, while implementation phase funding supports ongoing salaries for teachers, administrators, and support staff as the program scales. The narrative clearly explains why certain positions are partially funded during planning and fully funded during implementation. Overall, the application demonstrates strong coherence between personnel roles, responsibilities, and funding allocations, with a clear and logical connection to the project timeline and operational needs of the expansion.
Accountability for Funds	3-Strong Evidence : The Applicant provides a clear and detailed financial accountability plan covering reporting, internal controls, compliance, and external audits. It includes strong internal safeguards such as segregation of duties, restricted fund tracking, procurement controls, and required documentation for federally funded staff. The application outlines regular financial reporting to the board, ongoing budget monitoring, and compliance with GAAP and Uniform Guidance requirements, supported by a designated grant administrator responsible for oversight and reporting. External accountability is ensured through annual independent audits, with results reviewed by the board and authorizer and followed by corrective action when needed. Overall, the proposal demonstrates a comprehensive and well-structured system for financial oversight and grant compliance.
Post-Grant Sustainability	3-Strong Evidence : The Applicant provides a clear and detailed plan for long-term financial sustainability, grounded in enrollment-driven public funding and conservative multi-year financial forecasting. It explains that ongoing operational funding will primarily come from state per-pupil allocations, supported by stable enrollment growth and retention strategies. The application demonstrates responsible resource allocation by aligning staffing increases with enrollment thresholds and ensuring that new positions are added in a phased and scalable manner. It also describes cost management strategies such as competitive procurement, regular vendor review, and board oversight of monthly financial reports and annual budgets. Additionally, the application emphasizes the use of one-time grant funds for startup and expansion costs, reducing reliance on ongoing grant support once implementation is complete. Reserve policies and contingency planning are included to buffer against enrollment fluctuations or funding changes. Overall, the plan clearly shows how the school will maintain financial stability through disciplined budgeting, controlled growth, and strong governance oversight.

Application Title:Paradigm Schools

Application's average score:

Reviewer 2	
Innovative Charter Model	1-Evidence Provided: The Applicant describes a clear and innovative charter model that addresses an unmet need for earlier access to a rigorous, classical education beginning in 6th grade. It identifies a gap in the community for families seeking a values-based, relationship-centered alternative to traditional middle school options, including homeschool and hybrid learners. The model uses Great Books curriculum, Socratic discussions, small seminars, and individualized mentoring to build critical thinking and character development. It also integrates modern technology, structured student supports, and flexible scheduling to meet diverse family needs. Overall, the plan presents a well-defined and innovative approach that responds directly to community demand.
High-Quality High School Programs	0-No Evidence : N/A
Meeting Rural Needs	0-No Evidence : N/A
Promotion of Educator and Community-Centered Models	1-Evidence Provided: The Applicant describes a strong educator-driven model that supports underserved students through small class sizes, individualized attention, counseling services, and targeted interventions. It also highlights a structured mentorship and coaching system for teachers to ensure consistent, high-quality instruction. However, the application provides limited detail on how educators and community members are involved in formal decision-making processes or governance. The proposal also lacks specific examples of structured school-community partnerships that directly support student learning and well-being. Overall, it demonstrates strong internal instructional support but only partial evidence of a fully developed community-centered model.
Charter School/Traditional Public School Collaboration	1-Evidence Provided: The Applicant provides some collaboration with a traditional public school through its partnership with Olympus High School, primarily focused on joint music performances, clinics, and optional field trips. These activities offer students enrichment opportunities, exposure to higher-level musical instruction, and opportunities for collaborative learning experiences. However, the plan does not clearly explain how this partnership directly improves academic outcomes or expands access to core educational resources. The collaboration is largely limited to extracurricular engagement rather than broader instructional or academic integration. Overall, the application demonstrates some meaningful partnership activity but only partially meets the expectations for a clear, outcome-driven collaboration with a traditional public school.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3	
Total Points awarded by reviewer	95
Overall Review Comments Strengths	The application presents a coherent vision for 6th grade expansion and clearly aligns the proposed program with Paradigm’s classical, mentoring-based educational model. Stronger sections include family and community involvement, transportation planning, governance and accountability, and financial management. The applicant provides detailed descriptions of internal controls, post-grant sustainability, transportation access, and community engagement strategies, and demonstrates thoughtful planning for implementation of the 6th grade program.
Overall Review Comments Weaknesses	Based on the additional information from the interview, the applicant provides the assessment method for ELA and Math, but still lacks details of ELA and Math median percentiles growth. For the feasibility and sustainability, the applicant still does not provide a strategy if it did not meet the enrollment goal and long-term funding plan.
Clarity and Completeness of Executive Summary	3-Strong Evidence : The executive summary provides a clear, concise, and well-organized overview of the proposed expansion.
Alignment with Charter School Definition (ESEA § 4310(2))	2-Moderate Evidence : The applicant describes Paradigm as a tuition-free public charter school that is open to all students and accountable for academic, financial, and organizational performance, while also retaining flexibility to implement its curriculum and student-centered practices. This shows reasonable alignment with ESEA § 4310(2). However, the explanation remains somewhat general and does not make especially strong or specific connections regarding the precise autonomy and flexibility granted under the charter framework.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3

Governance, Operational Independence, and Mission Alignment	3-Strong Evidence : The narrative and interview clearly articulate how governance and operational independence function in practice by example.
Math Growth Strategies	2-Moderate Evidence : The applicant adds more assessment information through the interview, but lacks a strategy to improve the median growth percentiles
ELA Growth Strategies	2-Moderate Evidence : The applicant does not mention a strategy for growth percentiles.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3	
Growth Plan & Enrollment Strategy	3-Strong Evidence : The applicant provides the data and a clear strategy from an external partner to support the projections and enrollment.
Professional Development	3-Strong Evidence : The applicant provides sufficient detail regarding the structure and full coherence of the professional development plan, and it clearly explains how ongoing support for both administrators and teachers will be systematically implemented to ensure a consistent understanding of the model.
Feasibility & Sustainability	2-Moderate Evidence : The narrative shows that the school has considered governance, financial oversight, operational staffing, and the integration of startup costs into the broader school budget. However, the plan remains somewhat general and does not provide a sufficiently defined long-term strategy for funding, staffing, and resource allocation to fully demonstrate long-term sustainability.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3

SMART Goals Aligned to Project Design	3-Strong Evidence : The applicant provides a clear example and goal to serve educationally disadvantaged students in the interview.
Goal Tracking & Progress Monitoring	3-Strong Evidence : The applicant provides a clear and reasonably well-defined system for tracking progress toward project goals.
Monitoring and Improving Academic Outcomes	3-Strong Evidence : The applicant does provide sufficiently specific strategies for regularly monitoring and improving academic outcomes across all student populations, including clearer review cycles and academic progress-monitoring processes.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3

Identification of Underserved and Educationally Disadvantaged Student Needs	3-Strong Evidence : The applicant clearly describes systematic methods for identifying underserved and educationally disadvantaged students through family intake surveys, academic screening data, and applicable state and federal indicators.
Equitable and Inclusive Practices to support and address the identified needs of ALL students	3-Strong Evidence : The response provides a fully comprehensive plan showing how these practices will be systematically implemented to address the identified needs of all student groups.
Family & Community Engagement	3-Strong Evidence : Clear strategies to engage families and the community in support of the school's mission and success.
Inclusive Decision-Making Opportunities	3-Strong Evidence : The applicant provides clear and meaningful opportunities for families and community members to participate in school decision-making.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3	
Pre-Planning Engagement and Community Buy-In	3-Strong Evidence : The applicant provides strong evidence of pre-planning engagement and community buy-in.
Equitable Recruitment, Enrollment, and Retention	3-Strong Evidence : The applicant provides clear, culturally responsive, and accessible recruitment, enrollment, and retention practices to support diverse families
Projected Enrollment and Evidence of Demand	3-Strong Evidence : The applicant provides clear projections with strong evidence of demand.
Alignment to Local Needs and Access	3-Strong Evidence : Clearly explains how the school will support local student and family needs.

Application Title:Paradigm Schools
Application's average score:

Reviewer 3

Transportation Strategy and Equity	3-Strong Evidence : The applicant provides a clear and detailed transportation plan that addresses reliability, safety, equity, and regulatory compliance.
Access and Logistics	3-Strong Evidence : The applicant clearly explains how the school’s location and transportation strategies support access for the targeted student population.
Community Notification and Recruitment	3-Strong Evidence : The applicant fully provides the level of detail and clarity needed for the strongest rating, particularly regarding the structure of recruitment efforts and the explanation of permitted lottery priority categories under applicable requirements

Application Title:Paradigm Schools

Application's average score:

Reviewer 3

Lottery Implementation, Waitlist, and Enrollment	3-Strong Evidence : The applicant provides clear and detailed procedures for lottery implementation, waitlist management, and enrollment
Board Member Information	3-Strong Evidence : The applicant provides clear board member information.
Project Manager, Support Team, and Partner Organizations / ESPs	3-Strong Evidence : The applicant provides clear information about the support team and the project manager.

Application Title:Paradigm Schools
Application's average score:

Reviewer 3

Charter School Autonomy and Authorizer Relationship	3-Strong Evidence : The applicant provides a clear explanation of the school’s autonomy and its administrative relationship with the authorizer.
Quality Control and Accountability	3-Strong Evidence : The applicant provides a clear and detailed plan for quality control and accountability
Comprehensive Budget Narrative	3-Strong Evidence : The applicant provides a clear and detailed budget narrative that justifies major expenditures and clearly connects them to the school’s expansion priorities, SMART goals, and educational model.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3

Planning vs. Implementation Phases	3-Strong Evidence : The applicant clearly distinguishes between planning and implementation phases
Personnel Costs	3-Strong Evidence : The applicant provides a clear and detailed explanation of personnel costs, including the specific positions supported, their responsibilities, and how salary and benefit costs are allocated across the planning and implementation phases.
Accountability for Funds	3-Strong Evidence : The applicant provides a clear and detailed financial accountability plan
Post-Grant Sustainability	3-Strong Evidence : The applicant provides a clear and detailed post-grant sustainability plan.

Application Title:Paradigm Schools

Application's average score:

Reviewer 3	
Innovative Charter Model	1-Evidence Provided: The applicant provides evidence of an innovative charter model by describing a distinctive 6th grade expansion that combines a classical curriculum, Socratic discussion, seminar-style instruction, individualized mentoring, and flexible supports to address an identified gap for families seeking an earlier values-centered educational option.
High-Quality High School Programs	0-No Evidence : No evidence
Meeting Rural Needs	0-No Evidence : No evidence
Promotion of Educator and Community-Centered Models	1-Evidence Provided: The applicant provides evidence of an educator- and community-centered model through its emphasis on strong mentoring, intentional staffing, individualized supports for underserved scholars, ongoing educator coaching, and family involvement in the educational process. While the response would be stronger with more specific detail on broader community participation in decision-making, sufficient evidence is provided for this priority.
Charter School/Traditional Public School Collaboration	1-Evidence Provided: Applicant provides clear, specific plans for collaboration with a traditional public school