



## New Satellite School or Large Expansion Application

Charter School Name: **Paradigm Charter School**

Charter School Director: **Fernando Seminario**

The request is for: (select one)

<input type="checkbox"/> Satellite School Grade levels currently served: _____ Grade levels requested for satellite school: _____ Current max enrollment: _____ Max enrollment requested for satellite school: _____ Current LEA location(s) (city and district): _____  Requested location for satellite school (city and district): _____ _____	<input checked="" type="checkbox"/> Large Expansion Grade levels currently served: <u>7-12</u> Grade levels requested for satellite school: <u>N/A</u> Current max enrollment: <u>630</u> Max enrollment requested for satellite school: <u>N/A</u>
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I certify that this request is being made by the governing board and has been discussed in an open and public meeting.

*Brenda Patricia* 10/16/24 *Fernando Seminario* 10/16/24  
Board Chair/ Date Director/ Date

Please select one response per requirement:

<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. The charter school complies with the requirements of federal and state laws, regulations, and Board rule.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	2. The charter school meets the academic and other standards and requirements of the charter school authorizer.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	3. The charter school is in good standing with the SCSB.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	4. The charter LEA, as a whole, qualifies as high performing under the SCSB's approved definition of high performing.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	5. The school complies with all public-school legal obligations.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	6. The charter school has no outstanding corrective action that has not been resolved by completion of a corrective action plan.
<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	7. The charter school has a hiring plan in place to ensure there are adequate qualified administrators and staff to meet the needs of the proposed student population.

**Required Attachments:**

1. Provide a 1-page explanation of the justified need for the requested new satellite school or large expansion.
2. Provide a 1-page overview describing how the new satellite school or large expansion will provide educational services consistent with state law and Board rule.
3. Provide a 1-2-page plan for the new satellite school or large expansion to administer and have the capacity to conduct statewide assessments, including proctoring statewide assessments.
4. Provide a 1-3-page detailed description of the evidence-based instruction for special populations that will be provided to students as required by federal law.
5. Provide a 1-3-page market analysis. Per R277-552(2), market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school, including:
  - (a) the school's target demographics;
  - (b) population and development trends in the area;
  - (c) nearby competing public schools;
  - (d) the proposed school's forecasts, along with supporting data; and
  - (e) any risks, barriers, or regulations that may impact a proposed school's success.
6. Provide a 2-4-page response addressing if the charter school is operationally successful, taking into consideration at least two years of data for every school under the charter agreement. Per R277-552(7), a charter school is considered to be operationally successful if:
  - (i) For each of the schools under the charter agreement, the charter school meets the following criteria:
    - (A) for a school with 350 or fewer students enrolled in the school, at least a 120% debt coverage ratio\* for each of the three years before the request for a satellite;
    - (B) for a school with between 351 and 499 students enrolled in the school, at least 115% debt coverage ratio\* for each of the three years before the request for a satellite;
    - (C) for a school with between 500 and 750 students enrolled in the school, at least a 110% debt coverage ratio\* for each of the three years before the request for a satellite; or
    - (D) for a school with more than 750 students enrolled in the school, at least a 105% debt coverage ratio\* for each of the three years before the request for a satellite;
  - (ii) the charter school is financially viable, as evidenced by the charter school's financial records, including the charter school's:
    - (A) most recent annual financial report (AFR);
    - (B) annual program report (APR); and
    - (C) audited financial statements;
  - (iii) the charter school has maintained a net lease-adjusted debt burden ratio of under 25% for each of the last three years; and
  - (iv) the charter school's financial statements report revenues exceeding expenditures for at least three of the last four years;
  - (v) the charter school is meeting the terms of its charter agreement;
  - (vi) the charter school has maintained for each of the last three years:
    - (A) a re-enrollment rate of at least 80%;
    - (B) a waitlist of at least 40% of its annual enrollment; or
    - (C) there is a demonstrated demand for the proposed satellite or large expansion, taking into consideration the market analysis.

*\*For purposes of this section "debt coverage ratio" means: a debt coverage ratio calculated using (revenue - expenditures + interest cost + depreciation) divided by annual debt service; or if the charter school's facilities are leased and not owned; a debt coverage ratio calculated using (revenue - expenditures + facility lease payment + real property taxes + depreciation) divided by annual debt service.*



### **ATTACHMENT 1 - QUESTION 1**

**1. Provide a 1-page explanation of the justified need for the requested new satellite school or large expansion.**

#### **Justification for Expanding to Include 6th Grade**

The proposal to expand our current 7th-12th grade school to include a 6th grade is a critical step towards enhancing our educational offerings and maximizing the potential of our new building expansion. By introducing 6th grade, we can enroll students earlier, aligning with the practices of our two nearest neighboring charter schools and ensuring that our institution remains competitive and attractive to families in the community.

One of the primary benefits of adding 6th grade is the opportunity to engage students at a younger age. This early enrollment not only fosters a smoother middle school experience but also allows us to cultivate a strong sense of community and belonging within our school. By integrating 6th graders into our existing structure, we can create a more cohesive educational experience, enhancing student support systems and academic continuity from a younger age.

Furthermore, this expansion is crucial for meeting our enrollment cap of 630 students. As our community continues to grow, it is imperative that we adapt our facilities and programs to accommodate this increase. The expansion of our enrollment and our facilities enhances the overall learning environment, allowing for us to maintain our charter's commitment to have smaller class sizes and more individualized attention.

Additionally, our nearest neighboring charter schools have successfully implemented similar expansions, demonstrating a proven model for increasing enrollment and improving student outcomes. By following suit, we can position ourselves as a forward-thinking institution that prioritizes early education and community needs, making us a preferred choice for families seeking a comprehensive educational experience.

In conclusion, the addition of 6th grade is not merely an expansion of our academic offerings; it is a strategic move that will bolster our enrollment, optimize the use of our new facilities, and provide our students with a strong foundation for future success. Embracing this change will ultimately allow us to enhance the quality of education we provide, making a lasting positive impact on our students and the community at large.

## **ATTACHMENT 2 - QUESTION 2**

**2. Provide a 1-page overview describing how the new satellite school or large expansion will provide educational services consistent with state law and Board rule.**

### **Overview: Compliance with State Law and Board Rule in Utah through the Addition of 6th Grade**

The proposed expansion to include 6th grade at our current 7th-12th grade school aligns with both state law and Board rule in Utah, ensuring that our educational services meet the legal and regulatory frameworks designed to promote student achievement and welfare.

Under Utah state law, the Utah State Board of Education emphasizes the importance of providing a comprehensive education that addresses the developmental needs of students. By adding 6th grade, we will adhere to the state's focus on early intervention and continuous educational progression. This expansion allows us to implement curriculum standards that are consistent with the Utah Core Standards, ensuring that our 6th graders receive instruction in core subjects such as English Language Arts, Mathematics, Science, and Social Studies. This integration not only fulfills educational mandates but also prepares students for the rigors of middle school.

Furthermore, Board rule mandates that schools provide equitable access to educational resources for all students. By expanding our offerings to include 6th grade, we can better serve our community by providing early access to quality education. This move will help address the needs of diverse learners and foster inclusivity, promoting equal opportunities for all students within our school. Additionally, we will be able to implement programs and support systems that are aligned with best practices in early education, in compliance with state recommendations for developmental appropriateness.

Incorporating 6th grade also supports the state's objective of enhancing educational accountability. By establishing a strong foundation for students at a younger age, we can monitor their progress more effectively and implement timely interventions when needed. This proactive approach aligns with Utah's commitment to improve educational outcomes and reduce achievement gaps, ensuring that all students are equipped for success as they transition into higher grades.

Moreover, our expansion will comply with the state's regulations regarding classroom sizes and teacher-to-student ratios, allowing us to maintain a high-quality learning environment. We will ensure that our facilities and staffing meet the required standards, thereby enhancing the educational experience for our students.

In summary, the addition of 6th grade to our school is not just a strategic growth initiative; it is a commitment to providing educational services that are fully compliant with Utah state law and Board rule. This expansion will enhance our ability to deliver a robust educational program, promote equity and inclusivity, and ultimately prepare our students for lifelong learning and success.



### ATTACHMENT 3 - QUESTION 3

3. Provide a 1-2-page plan for the new satellite school or large expansion to administer and have the capacity to conduct statewide assessments, including proctoring statewide assessments.

## **Plan for Expansion to Include 6th Grade and Conduct Statewide Assessments**

### **Introduction**

As we move forward with the expansion to include 6th grade in our current 7th-12th grade school, it is essential to develop a comprehensive plan that ensures we are fully equipped to administer statewide assessments, including proctoring, in compliance with Utah state requirements. This plan outlines the necessary steps and considerations to effectively integrate the 6th grade while maintaining our capacity for conducting assessments.

### **Objectives**

1. **Integrate 6th Grade:** Successfully expand our educational offerings to include 6th grade, providing a seamless transition for students.
2. **Facilitate Statewide Assessments:** Ensure the school is prepared to administer and proctor statewide assessments in accordance with Utah guidelines.
3. **Enhance Educational Resources:** Develop and implement programs that support student achievement and prepare them for assessments.

### **Implementation Plan**

#### **1. Facility**

**Assessment Rooms:** Designate specific classrooms for testing purposes. These rooms will be equipped with necessary technology, ensuring a quiet and controlled environment conducive to testing.

**Accessibility:** Ensure that all assessment areas meet accessibility standards to accommodate all students, including those with disabilities.

#### **2. Staffing and Training**

**Hiring Additional Staff:** Recruit qualified educators and support staff to handle the additional 6th grade cohort, ensuring adequate supervision and instructional capacity.

**Professional Development:** Provide training for all staff on the administration of statewide assessments, including proctoring techniques, understanding assessment protocols, and utilizing assessment data to inform instruction.

#### **3. Curriculum Alignment**

**State Standards:** Align the 6th grade curriculum with the Utah Core Standards to ensure students are adequately prepared for statewide assessments. Incorporate assessment strategies into the curriculum to familiarize students with the testing format.

**Assessment Preparation:** Implement regular formative assessments to gauge student understanding and readiness, providing targeted interventions where necessary.

#### 4. Technology and Resources

**Up-to-Date Technology:** Ensure that classrooms and assessment rooms are equipped with up-to-date technology, including computers or tablets, high-speed internet, and necessary software for online assessments.

**Resource Allocation:** Allocate sufficient resources for testing materials and accommodations, including print and digital formats of assessments, to support diverse learners.

#### 5. Communication with Stakeholders

**Informing Parents and Community:** Develop a communication plan to inform parents and the community about the expansion and its benefits, particularly regarding the readiness for statewide assessments.

**Feedback Mechanism:** Establish channels for parents and community members to provide feedback on the new program, ensuring transparency and addressing concerns proactively.

#### 6. Assessment Administration Process

**Testing Schedule:** Create a comprehensive testing schedule that minimizes disruption to regular classroom activities while ensuring all 6th graders are included in statewide assessments.

**Proctoring Guidelines:** Develop clear guidelines for proctoring assessments, including the selection of proctors, training for test administration, and procedures for maintaining the integrity of the testing environment, as needed.

#### 7. Evaluation and Continuous Improvement

**Data Analysis:** After each assessment cycle, analyze the data to evaluate student performance and program effectiveness. Use this data to make informed decisions about curriculum adjustments and instructional practices.

**Feedback Loop:** Establish a system for ongoing feedback from students, parents, and teachers regarding the assessment process and the overall educational experience in the newly expanded program.

#### Conclusion

The addition of 6th grade to our school represents a significant opportunity to enhance our educational offerings and meet the needs of our community. By implementing this comprehensive plan, we will ensure that our school is fully prepared to administer and proctor statewide assessments in accordance with Utah state requirements. This proactive approach will not only support student achievement but will also position our institution as a leader in educational excellence.



#### **ATTACHMENT 4 - QUESTION 4**

#### **4. Provide a 1-3-page detailed description of the evidence-based instruction for special populations that will be provided to students as required by federal law.**

### **Evidence-Based Instruction for Special Populations in the New 6th Grade Expansion**

#### **Introduction**

As we expand our school to include a 6th grade, it is imperative to ensure that we provide high-quality, evidence-based instruction tailored to meet the diverse needs of special populations, including students with disabilities, English language learners (ELLs), and those requiring gifted and talented programs. This plan outlines the strategies and frameworks that will guide our instructional approach, ensuring compliance with federal law and alignment with Utah state educational standards.

#### **Legal Framework**

Under federal law, particularly the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, schools are required to provide appropriate educational services to students with disabilities. Additionally, the Every Student Succeeds Act (ESSA) emphasizes the need for all students, including ELLs and those in need of advanced programming, to receive equitable access to high-quality instruction.

### **Evidence-Based Instruction Strategies**

#### **1. Individualized Education Programs (IEPs)**

For students with disabilities, the foundation of our instructional approach will be the development and implementation of Individualized Education Programs (IEPs). Each IEP will include:

- **Personalized Goals:** Specific, measurable goals based on the student's unique needs.
- **Tailored Instructional Strategies:** Evidence-based strategies will be used to support diverse learning needs, including multi-sensory instruction, explicit teaching, and scaffolding techniques.
- **Regular Monitoring and Assessment:** Progress will be regularly monitored through formative assessments to ensure that students are making gains towards their IEP goals.

#### **2. Response to Intervention (RTI)**

Maintain and expand the school's tiered RTI framework to support all students, particularly those struggling academically. This model will include:

- **Tier 1:** Universal instruction for all students, employing research-based teaching strategies in the general education classroom.
- **Tier 2:** Targeted interventions for students who do not respond to Tier 1 instruction, utilizing small group instruction and progress monitoring to tailor support.
- **Tier 3:** Intensive, individualized interventions for students who require additional support

beyond Tier 2, often in collaboration with special education staff.

### 3. Culturally Responsive Teaching for English Language Learners (ELLs)

To support ELLs, we will employ culturally responsive teaching strategies that include:

- **Language Development Programs:** Structured English language learning programs that promote proficiency in both English and the student's native language led by ELL dedicated staff.
- **Guided Instruction:** Utilizing strategies such as visual aids, graphic organizers, and cooperative learning to make content comprehensible while promoting language development.
- **Family Engagement:** Actively involving families in the educational process to foster a supportive home environment for language acquisition and academic success.

### 4. Accelerated Programs

To address the needs of gifted and talented students, we will provide:

- **Differentiated Curriculum:** Curriculum compacting and enrichment opportunities that allow advanced learners to explore topics in greater depth and complexity.
- **Acceleration Options:** Opportunities for advanced classes, subject acceleration, or dual enrollment in high school courses.
- **Mentorship Programs:** Connecting gifted students with mentors in their areas of interest, promoting personal and academic growth.

### 5. Professional Development for Staff

To ensure effective delivery of evidence-based instruction, ongoing professional development will be provided for all staff, focusing on:

- **Special Education Training:** Workshops on implementing IEPs, RTI strategies, and understanding various disabilities.
- **Cultural Competency:** Training sessions that enhance educators' understanding of cultural responsiveness and effective strategies for teaching ELLs.
- **Accelerated Education:** Professional learning opportunities focused on the identification and support of advanced students, including best practices in differentiated instruction.

### Assessment and Progress Monitoring

To ensure the effectiveness of our instructional strategies, we will implement robust assessment practices, including:

- **Formative Assessments:** Regular assessments that inform instruction and provide immediate feedback for students.
- **Summative Assessments:** Comprehensive evaluations at the end of instructional units to measure overall student learning and growth.
- **Data-Driven Decision Making:** Utilizing assessment data to adjust instruction, inform interventions, and provide targeted support.



## Collaboration and Support Services

We will foster a collaborative environment by:

- **Co-Teaching Models:** Employing co-teaching arrangements where general and special education teachers work together to support all students in inclusive settings.
- **Multi-Disciplinary Teams:** Engaging teams that include special educators, counselors, and intervention specialists to develop and implement comprehensive support plans.
- **Parent and Community Involvement:** Encouraging partnerships with families and community organizations to enhance resources and support for special populations.

## Conclusion

The addition of 6th grade to our school presents a unique opportunity to enhance our educational services for special populations. By implementing evidence-based instructional strategies that align with federal and state requirements, we can create an inclusive learning environment that supports the academic success of all students. This proactive approach will not only meet legal mandates but will also enrich our school community by ensuring that every student receives the individualized support they need to thrive.

## **ATTACHMENT 5 - QUESTION 5**

5. Provide a 1-3-page market analysis. Per R277-552(2), market analysis should be a qualitative and quantitative analysis of the educational market near a proposed charter school, including:

- (a) the school's target demographics;
- (b) population and development trends in the area;
- (c) nearby competing public schools;
- (d) the proposed school's forecasts, along with supporting data; and
- (e) any risks, barriers, or regulations that may impact a proposed school's success.

### **Market Analysis for Paradigm School, South Jordan, Utah**

#### **A. Target Demographics**

Paradigm School serves a diverse demographic of students primarily in South Jordan, Utah, focusing on families seeking high-quality, innovative education options. Key target demographics include:

- Age Groups: Primarily students in grades K-12, with a focus on middle and high school levels.
- Geographic Proximity: Families seeking a charter school experience who live in geographic proximity to the school.
- Educational Preferences: Families interested in personalized learning, project-based education, and a strong emphasis on a classical, liberal arts education
- Cultural Diversity: An increasing population of culturally diverse families, including a growing number of Hispanic families, contributing to the demand for inclusive educational practices.

#### **B. Population and Development Trends**

- Population Growth: South Jordan is consistently ranked in the top 10 fastest growing cities in the country. South Jordan has experienced significant growth, with the population increasing by approximately 25% over the past decade. Current estimates suggest a population of around 86,000 (2024), with continued influx due to the area's desirable living conditions.
- Housing Development: The area is undergoing rapid residential development, with new housing projects aimed at young families and professionals. This trend is expected to further increase the school-age population in the coming years.
- Economic Indicators: South Jordan's economy is strong, characterized by a growing job market in technology, healthcare, and finance, attracting families seeking quality education for their children.

#### **C. Nearby Competing Public Schools**

Several public schools in the vicinity offer educational alternatives to Paradigm School, including:

1. American Academy of Innovation (3.7 miles)
2. Bingham High School (1.7 miles)
3. Early Light Academy - Middle School (2.02 miles)
4. Elk Ridge Middle School (2.1 miles)



5. Mountain West Montessori - Middle School (.71 miles)
6. Oquirrh Hills Middle School (1.99 miles)
7. Providence Hall (4.1 miles)
8. Riverton High School (1.44 miles)
9. South Jordan Middle School (1.93 miles)

## D. Proposed School Forecasts

### Enrollment Projections

- Year 1 (2025-2026): Expected enrollment of 500 students, based on current market analysis, community interest, and increased marketing efforts.
- Year 2 (2026-2027): Projected growth to 550 students, driven by continued residential development, increased awareness/marketing of the school's unique offerings, and grade expansion of 6th grade.
- Year 3 (2027-2028): Enrollment forecast of 630 students (enrollment cap) as the school establishes its reputation and attracts families seeking alternatives to traditional public education and a state-of-the-art performing arts and sports building expansion.

### Supporting Data

- Demographic Trends: An increase in school-aged children in the area supports the enrollment forecasts, with projections suggesting a 5% annual increase in the relevant age population.
- ACT Scores: The school currently trends with ACT scores above the state average. Expansion would assist more students with post-secondary preparation.
- Demand: The school has had consistently high satisfaction scores from its parents on the school's annual parent surveys indicating strong and favorable demand for more students to enroll at an earlier grade level. Several families request adding 6th grade each year.

### Chart: Selected survey items and parent responses over the last 5 years

Consistent responses indicate an average above 90% on satisfaction of the school

	Experience at Paradigm is helping to instill a love of learning	My scholar is generally happy at school	The culture at Paradigm is a place of optimal learning for my scholar	In general, how satisfied with Paradigm are you?
Year	Agree or Strongly agree	Agree or Strongly agree	Agree or Strongly agree	Satisfied or Very Satisfied
2019/2020	95%	93%	95%	90%
2020/2021	96%	94%	93%	92%
2021/2022	93%	90%	85%	91%
2022/2023	97%	94%	91%	96%
2023/2024	89%	94%	89%	90%

## **E. Risks, Barriers, and Regulations**

### **Potential Risks**

1. Competition: Established public schools may attract families due to loyalty and familiarity, posing a risk to enrollment targets.
2. Enrollment: Neighboring competing charter schools offering 6th grade, while our school does not, poses a risk to enrollment targets, specifically for new enrollment.

### **Barriers**

- Zoning Regulations: Compliance with local zoning laws and regulations can affect building expansion plans and operational capabilities.
- Funding Limitations: Securing adequate funding for infrastructure, staffing, and resources may present challenges, particularly in the initial years.

### **Regulatory Considerations**

- State Education Laws: Adherence to Utah's educational regulations, including curriculum standards and accountability measures, is essential for operation.
- Accreditation Requirements: Ensuring the school meets all accreditation standards to gain and maintain credibility within the community.

### **Conclusion**

Paradigm School is positioned to capitalize on the growing demand for innovative educational options in South Jordan, Utah. By understanding the target demographics, local population trends, competitive landscape, and potential risks, the school can strategically plan its expansion and programming to ensure long-term success. With effective marketing, community engagement, and a commitment to evidence-based instruction, Paradigm School can thrive in this dynamic educational environment.



## ATTACHMENT 6 - QUESTION 6

6. Operationally successful

(i) For each of the schools under the charter agreement, the charter school meets the following criteria:

(B) for a school with between 351 and 499 students enrolled in the school, at least 115%debt coverage ratio\* for each of the three years before the request for a satellite;

**For FY 24 our debt coverage was 163%**

(A) most recent annual financial report (AFR); **Attached**

(B) annual program report (APR); and **Attached**

(C) audited financial statements; **Attached**

(iii) the charter school has maintained a net lease-adjusted debt burden ratio of under 25% for each of the last three years; and **Yes**

(iv) the charter school's financial statements report revenues exceeding expenditures for at least three of the last four years; **Yes**

(v) the charter school is meeting the terms of its charter agreement; **Yes**

(vi) the charter school has maintained for each of the last three years:

(A) a re-enrollment rate of at least 80%;

**FY 25 = 80%**

**FY 24 = 86%**

**FY 23 = 79%**

**FY 22 = 80%**

(B) a waitlist of at least 40% of its annual enrollment; or

(C) there is a demonstrated demand for the proposed satellite or large expansion, taking into consideration the market analysis. **We do not currently maintain a waitlist, but enroll students as they apply. By introducing 6th grade, we can enroll students earlier, aligning with the practices of neighboring schools and ensuring that our institution remains competitive and attractive to families in the community.**