



# State Charter School Board

## Amendment Request

250 East 500 South, P.O. 144200, Salt Lake City, UT 84042  
Schools.utah.gov/charterschools

(801) 538-7720

### Applicant Assurances

School Name: Utah County Academy of Sciences.

The Applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the Amendment Request process or revocation after award.

The Applicant understands that applications must be received by SCSB staff no later than the first Wednesday of the month preceding the month of the requested SCSB meeting and that incomplete applications will not be considered.

The Applicant acknowledges that all information presented in the application package, if approved, becomes part of the charter and will be used for accountability purposes throughout the term of the charter.

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

The Applicant acknowledges that the most current academic data will be provided to the SCSB for its consideration of the application.

The applicant acknowledges that prior to inclusion on the agenda, the SCSB recommends charter school governing boards schedule an appointment with SCSB staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing [james.madsen@schools.utah.gov](mailto:james.madsen@schools.utah.gov).

Serene Bean  
Name of Board Chair  
(please print )

 8/25/17  
Signature of Board Chair /Date

## School Entity Information

Name of School: Utah County Academy of Sciences

Name of School Administrator: Anna Trevino, Ph.D.

Contact Information for School: 940 West 800 South, Orem UT 8405; 801-863-2222

Local School District: Alpine School District

Provide mission statement of the school: Our mission is to provide a quality early-college education to a diverse student population emphasizing science, technology, engineering, and mathematics (STEM) with the opportunity to earn both a high school diploma and an associate degree in a safe, supportive, dual-campus environment.

*Below, list the names and positions of all current Board Members (officers, members, directors, partners), and their positions. Also list any other current charters in which they act as a corporate principal or charter representative. Add rows as necessary.*

Name	Position	Current Charter Affiliations
Serene Bean	President, Parent Member	UCAS
Ghislaine Caussat	Vice President, Parent Member	UCAS
Brian Verwer	Community Member	UCAS
Kim Haws	Parent Member	UCAS
Abraham Teng, Ph.D.	UVU Assigned	UCAS
Mike Patch, Ph.D.	UVU Assigned	UCAS
Anne Anderson	Nebo School District Representative	UCAS

## Requested Amendment(s) to Charter

### *Waiver from Board Rule*

Rule Number and Title: **R277-419-4(1)(a)** Minimum School Days

*“... an LEA shall conduct school for at least 990 instructional hours and 180 school days each school year.”*

The mission of the Utah County Academy of Sciences is to provide a quality early-college education to a diverse student population emphasizing science, technology, engineering, and mathematics (STEM) with the opportunity to earn both a high school diploma and an associate degree in a safe, supportive, dual-campus environment.

UCAS is an Early College High School that blends high school and college into a coherent educational program. It is designed so all students can achieve up to two years of college credit at the same time they are earning a high school diploma. Early Collet High Schols share similar characteristics that have been proven to improve learning and academic success In students.

These characteristics include:

- Being located on or near a college campus
- Operating within a mature learning environment
- Offering a rigorous curriculum
- Pursuing college credit within an accredited college degree-granting program.

This waiver is necessary to meet the mission and/or purpose of the Utah County Academy of Sciences by allowing UCAS to better align our schedule to Utah Valley University (UVU). UCAS requests that USBE allow UCAS a waiver of the 180-day rule provided:

- 1) UCAS meets the annual 990 instructional hour requirement.
- 2) UCAS meets the number of instructional days as Utah Valley University's (UVU) fall and winter semesters (typically 156 instructional days).
- 3) UCAS instructors will continue to work a 185 day agreement per year. (Approximately 19 additional days between UVU's required days and the 185 contract would include face to face supplemental tutoring/testing time for students and Professional Development).
- 4) UCAS continues to meet the academic expectations of its authorizer and meet the terms and conditions in its contractual agreement.

### UVU's 2018 – 2019 Proposed Calendar

#### FALL 2018 (*78 course dates/finals*)

Faculty Return	Monday	August 13	
Classes Begin	Monday	August 20	Weekend classes begin Fri & Sat, August 24 & 25
Labor Day Holiday	Monday	September 3	
Fall Break Holidays -- Students (2)	Thursday - Saturday	October 18 - 20	
First Block Classes End	Tuesday	October 9	
Second Block Classes Begin	Wednesday	October 10	
Thanksgiving Holidays -- Students (2)	Monday - Saturday	November 19 - 24	
Classes End	Thursday	December 6	
Reading Day	Friday	December 7	
<u>Final Exams</u>	Monday - Thursday	December 10 - 13	Weekend finals Fri & Sat, December 14 & 15
Fall Semester Ends	Saturday	December 15	

#### SPRING 2019 (*78 course dates/finals*)

Faculty Return	Wednesday	January 2	
Classes Begin	Monday	January 7	Weekend classes begin Fri & Sat, January 11 & 12
Martin Luther King Jr. Day Holiday	Monday	January 21	
Washington and Lincoln Day Holiday (2)	Monday	February 18	
First Block Classes End	Thursday	February 21	
Second Block Classes Begin	Friday	February 22	
Spring Break Holidays -- Students (2)	Monday - Saturday	March 18 - 23	
Classes End	Thursday	April 25	
Reading Day	Friday	April 26	
<u>Final Exams</u>	Monday - Thursday	April 29 - May 2	Weekend finals Fri & Sat, April 26 & 27
Spring Semester Ends	Thursday	May 2	

To date, we align semester start dates, holidays and breaks with UVU, but our end of year calendar

runs longer than the University. For the month of May, UVU begins summer courses mid-May and overlaps with high school courses until the end of May. This means some students may be taking their high school class load simultaneously with their university courses for three weeks. A reduction in days would allow us to end semester 2 high school classes before summer university classes begin.

The remainder of May would be filled with enrichment or remediation courses at UCAS. Approximately one-third of our sophomore and junior students participate in UCAS or UVU summer classes.

In addition, UVU is preparing a change in their master calendar that reduces the number of Friday classes offered thereby changing their MWF 50 minute courses to MW 80 minute courses. Once the college schedule is approved, UCAS will align their high school schedule to allow for students to take courses on our campus or the UVU campus with an extended period meeting time similar to a block schedule. Our high school courses may still meet on Fridays, but university courses may not. We currently meet for 1050 hours/year and moving to a 105-minute block would allow us to maintain over 1000 hours/year while reducing the number of school days.

## 2018 **UCAS ACADEMIC CALENDAR** 2019

(Pending board approval)

Semester 1: Aug. 15 – Dec. 15

Semester 2: Jan. 3 – May 2

<b>Fall Semester 2018</b> 83 days	<b>Spring Semester 2019</b> 80 days
Faculty Return .....August 7	Faculty Return .....January 2
UCAS Classes Begin .....August 14	UCAS Classes Begin .....January 3
UVU Classes Begin .....August 20	UVU Classes Begin .....January 7
Parent Teacher Conferences/ Early Out .....October 16	ACT Assessment Day/Parent Teacher Conferences/Early Out ..... (anticipated) March 5
Mid-Semester .....October 16	Mid-Semester .....March 5
Thanksgiving Holiday .....November 21-23	Spring Break (anticipated) ..... March 18-22
UVU Final Exams ..... December 10-13	UVU Final Exams ..... April 29-May 2
UVU Semester Ends ..... December 13	UCAS Last Day of Class ..... May 2
UCAS Semester Ends ..... December 14	Enrichment/Remediation ..... May 6-24
Winter Break ..... December 17 – January 2	Semester 2 = 80 instructional days
Semester 1 = 83 instructional days	1 teacher professional development day
3 teacher professional development days	12 enrichment/remediation days
86 total days	93 total days

This calendar includes **163** student school days @ 6.5 hours per day = 1,059 hours,  
4 teacher professional development days, and 12 enrichment or remediation days.

**X Change to curricular or instructional emphasis, including educational program or methods of instruction.**

**Required Attachments:**

- A redline version showing new additions and ~~removed language~~ in educational program or methods of instruction. Include revised table of contents if appropriate.

Evidence presented include:

- 1) SB. 143 Competency-Based Learning Amendments, Chief Sponsor: Howard A. Stephenson: "Competency-Based education" means a system where a student **advances to higher levels of learning** when the **student demonstrates competency** of concepts and skills **regardless of time, place, or pace**. And "Extended learning" which means learning opportunities outside of a traditional school structure, including: **off-site postsecondary learning**.
- 2) Anticipated improvement in student performance is that students will at least maintain the ACT benchmark and composite scores as have been reached in the past. Students also will have more opportunities for summer internships, classes they may want to take on their own during the summer semester and opportunities to be involved in STEM related summer programs at Universities around the State during the summer.
- 3) UCAS is willing to participate in a 3 to 5 year study on the alignment of the high school and university schedules in order to show the success of UCAS student on the shorter number of days, but still 990 hours students will participate in their high school program.
- 4) Attendance for UCAS = 97% of all students each day attending school.

<b>UVU on Campus Courses Taken by UCAS Students 2016-2017</b>					
<b>Course</b>	<b>Credit</b>	<b>Course</b>	<b>Credit</b>	<b>Course</b>	<b>Credit</b>
AVSC 1010	4	EGDT 1000	6	Meto 1010	12
AVSC1100	4	EGDT 1040	6	Mgmnt 1010	12
Art 1340	6	English 1010	297	Music 1010	12
Astr 1040	180	English 2010	24	Nutr 2020	6
Bio 1010	42	English 2020	333	PES 1097	248
Bio 1015	4	English 2120	6	Phil 2050	330
Bio 1610	104	Engr 1000	12	Phsc 1000	120
Bio 1615	26	ENVT 1110	6	Phys 1010	120
Bot 2050	12	French 2010	12	Phys 1070	6
Btec 1010	9	Geo 1010	30	Phys 2010	18
Calculus 121	18	Geo 1080	12	Phys 2015	6
Chem 1010	68	Ger 2010	8	Phys 2210	24
Chem 1110	112	Health 1100	8	Phys 2215	6

Chem 1115	12	Health 1200	4	Psych 1010	181
Chem 1210	16	Health 1300	60	Psych 1100	12
Chem 1215	4	Health 2200	4	Rus 1020	4
CJ 1010	36	Info 1120	12	Soc 1010	18
Comm 1050	6	Math 1040	22	Soc 1020	6
CS 1030	30	Math 1050	32	Spanish 2010	8
CS 1400	32	Math 1060	120	SW 1010	6
Dance 1720	2	Math 1100	30	Tech 1010	9
DGM 1062	4	Math 1210	90	Zool 1090	33
DGM 1110	12	Math 1220	60		
DGM 2110	15	Math 2010	6		
EGDT 1000	6	Math 2210	12	<b>Total</b>	<b>3046</b>

**SAGE Results for UTAH COUNTY ACADEMY OF SCIENCE (UCAS)**  
by Demographic Group

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	79.4%	72.9%	78.9%
Asian	N<10	N<10	N<10
Caucasian	83.5%	79.7%	85.7%
Hispanic	70.2%	54.5%	50.0%
Multiple Races	N<10	N<10	N<10
Pacific Islander	N<10	N<10	N<10
Female	81.4%	67.6%	69.0%
Male	77.7%	78.4%	87.6%
Economically Disadvantaged	70.7%	60%-69%	69.0%
Limited English Proficiency	N<10	N<10	N<10
Students with Disabilities	N<10	N<10	N<10
Mobile	N<10	N<10	N<10

Graduation Rates for UCAS Early College High School and A.S. Degrees/Scores/Grades over the past 5 years.

Year	% of H.S. Graduates	% of A.S. Degree Graduates	ACT Composite	SAGE Scores			School Grade
				M	S	LA	
2012	100%	85%	25.4	NA			NA
2013	99%	83%	25.2	NA			NA
2014	98%	75%	24.9	68%	76%	71%	"A"
2015	99%	80%	25.8	78%	91%	76%	"A"
2016	100%	85%	25.7	83%	82%	80%	"A"
2017	100%	87%	25.2	79%	73%	79%	"A"

## Contractual Charter Agreement Goals

List the school's goals identified in the Charter Fidelity Monitoring Report (if charter agreement signed prior to June 2016) or in Exhibit A (if charter agreement was signed in June 2016 or later).

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### Appendix

Goal 1: Improve student math skills. (CA, no page numbers)

All UCAS students will achieve the ACT college benchmark in mathematics by the end of the first semester of their senior year.

Target: All UCAS students will achieve the ACT college benchmark.

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y
B	Does the Governing Board measure or track school performance of the Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	N
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to <b>revise</b> or eliminate the Goal in the CA?	Y
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N

Goal 2: Improve student skills in reading. (CA, no page numbers)

All UCAS students will achieve the ACT college benchmark in reading by the end of the first semester of their senior year.

Target: All UCAS students will achieve the ACT college benchmark.

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y
B	Does the Governing Board measure or track school performance of the Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	N
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to <b>revise</b> or eliminate the Goal in the CA?	Y
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N

Goal 3: Improve student skills in writing. (CA, no page numbers)

All UCAS students will achieve the ACT college benchmark in writing by the end of the first semester of their senior year.

Target: All UCAS students will achieve the ACT college benchmark.

	Answer these questions as a Governing Board for the Goal (includes Goal Target) above:	Y/N
A	Is this currently a school Goal in use?	Y
B	Does the Governing Board measure or track school performance of the Goal?	Y
C	Did the Governing Board meet this Goal in the last complete school year?	N
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to <b>revise</b> or eliminate the Goal in the CA?	Y
F	Does the Governing Board want to transform school practice to begin working on this Goal?	N



Goal 4: Improve student skills in science. (CA, no page numbers)

All UCAS students will achieve the ACT college benchmark in science by the end of the first semester of their senior year.

Target: All UCAS students will achieve the ACT college benchmark.

	<b>Answer these questions as a Governing Board for the Goal (includes Goal Target) above:</b>	<b>Y/N</b>
A	Is this currently a school Goal in use?	<b>Y</b>
B	Does the Governing Board measure or track school performance of the Goal?	<b>Y</b>
C	Did the Governing Board meet this Goal in the last complete school year?	<b>N</b>
D	After a SMART analysis, is this a SMART Goal?	<b>Y</b>
E	Does the Governing Board want to <b>revise</b> or eliminate the Goal in the CA?	<b>Y</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

Goal 5: Improve student skills in technology. Every UCAS student will use technology to create and give presentations in their required UCAS Humanities and Speech courses.

Target: All UCAS students will improve their technology skills.

	<b>Answer these questions as a Governing Board for the Goal (includes Goal Target) above:</b>	<b>Y/N</b>
A	Is this currently a school Goal in use?	<b>Y</b>
B	Does the Governing Board measure or track school performance of the Goal?	<b>Y</b>
C	Did the Governing Board meet this Goal in the last complete school year?	<b>Y</b>
D	After a SMART analysis, is this a SMART Goal?	<b>Y</b>
E	Does the Governing Board want to <b>revise</b> or eliminate the Goal in the CA?	<b>Y</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

Goal 6: Improve student skills in technology for communication purposes. (CA, no page numbers) Every year a student attends UCAS, the student will use technology to complete research projects and/or presentations during their Language Arts courses.

Target: All UCAS students will improve their communication skills through the use of technology.

	<b>Answer these questions as a Governing Board for the Goal (includes Goal Target) above:</b>	<b>Y/N</b>
A	Is this currently a school Goal in use?	<b>Y</b>
B	Does the Governing Board measure or track school performance of the Goal?	<b>Y</b>
C	Did the Governing Board meet this Goal in the last complete school year?	<b>Y</b>
D	After a SMART analysis, is this a SMART Goal?	<b>Y</b>
E	Does the Governing Board want to revise or eliminate the Goal in the CA?	<b>Y</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

Goal 7: Understand the enrollment process, and credit system for Higher Education. (CA, no page numbers) During the student's senior year at UCAS, the student will enroll in a Student Leadership and Success Studies course (Major and Career Exploration) that will prepare students for success in the Higher Education system.

Target: All senior students at UCAS.

	<b>Answer these questions as a Governing Board for the Goal (includes Goal Target) above:</b>	<b>Y/N</b>
A	Is this currently a school Goal in use?	<b>Y</b>
B	Does the Governing Board measure or track school performance of the Goal?	<b>Y</b>
C	Did the Governing Board meet this Goal in the last complete school year?	<b>Y</b>
D	After a SMART analysis, is this a SMART Goal?	<b>Y</b>
E	Does the Governing Board want to revise or eliminate the Goal in the CA?	<b>Y</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

Goal 8: Achieve a high attendance. (CA, no page numbers) Each school year at UCAS, the student will maintain 90% attendance in all courses as evidences by the UTREX system.

Target: Attendance of all students at UCAS.

	<b>Answer these questions as a Governing Board for the Goal (includes Goal Target) above:</b>	<b>Y/N</b>
A	Is this currently a school Goal in use?	<b>Y</b>
B	Does the Governing Board measure or track school performance of the Goal?	<b>Y</b>
C	Did the Governing Board meet this Goal in the last complete school year?	<b>Y</b>
D	After a SMART analysis, is this a SMART Goal?	<b>Y</b>
E	Does the Governing Board want to revise or eliminate the Goal in the CA?	<b>Y</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

Goal 9: Achieve a high graduation. (CA, no page numbers) All UCAS students will meet the Utah High School graduation requirements and receive a diploma from UCAS.

Target: All students at UCAS.

	<b>Answer these questions as a Governing Board for the Goal (includes Goal Target) above:</b>	<b>Y/N</b>
A	Is this currently a school Goal in use?	<b>Y</b>
B	Does the Governing Board measure or track school performance of the Goal?	<b>Y</b>
C	Did the Governing Board meet this Goal in the last complete school year?	<b>Y</b>
D	After a SMART analysis, is this a SMART Goal?	<b>Y</b>
E	Does the Governing Board want to revise or eliminate the Goal in the CA?	<b>Y</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

Goal 10: Obtain high standards of respect for teachers, peers, and property. (CA, no page numbers) In order to prepare students for the University environment, UCAS students will have less than 2 incident reports each year and no safe school violations in order to attend university courses as managed by the state SIS System.

Target: All students at UCAS.

	<b>Answer these questions as a Governing Board for the Goal (includes Goal Target) above:</b>	<b>Y/N</b>
A	Is this currently a school Goal in use?	<b>Y</b>
B	Does the Governing Board measure or track school performance of the Goal?	<b>Y</b>
C	Did the Governing Board meet this Goal in the last complete school year?	<b>Y</b>

<b>D</b>	After a SMART analysis, is this a SMART Goal?	<b>Y</b>
<b>E</b>	Does the Governing Board want to revise or eliminate the Goal in the CA?	<b>Y</b>
<b>F</b>	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>