



# 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

**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.*

### R277-700-6 High School Requirements

*“(12) The Arts (4.5–1.0 units of credit from any of the following performance areas):  
(a) Visual Arts;  
(b) Music;  
(c) Dance; or  
(d) Theatre”*

- “(13) Physical and Health Education (2-~~0~~ 1.5 units of credit from any of the following):
- (a) Health (0.5 units of credit);
  - (b) Participation Skills (0.5 units of credit);
  - (c) Fitness for Life (0.5 units of credit);
  - (d) ~~Individualized Lifetime Activities (0.5 units of credit);~~ or
  - (e) ~~team sport/athletic participation (maximum of 0.5 units of credit with school approval).-~~”

### Waiver Request:

To allow UCAS to better align its curriculum with its STEM and early college focused mission, UCAS requests that the USBE allow UCAS to align its graduation requirements of Art and Physical Education requirement provided to that of its partnering University (UVU).

- 1) UCAS would continue to require 0.5 Health Education
- 2) UCAS and UVU would require 1.0 credits of PE (waiver of .5 credit)
- 3) UCAS and UVU would require 1.0 credits of Arts (waiver of .5 credit)
- 4) UCAS would then require students to complete an additional 1.0 credits from a combination of any of the following above and beyond the regular state requirement:
  - a. STEM/Early College High School option through UCAS or UVU program:
    - i. Science
    - ii. Technical
    - iii. Engineering
    - iv. Mathematics

- *Documentation of new, evidence-based choice, as well as anticipated improvement in student performance.*

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**.

UCAS Student's credits earned in <b>CONCURRENT ENROLLMENT</b> 2016-2017					
UCAS Course Name	UVU Course Name	UVU Course Number	Credit Hours	Total Student Count	No. of Credits Earned
American Civilization CE	American Civilization	HIST1700J40	3	132	396
Art History CE	Introduction to Visual Arts	Art1010J40	3	81	243
Banking and Finance CE	Personal Finance	FIN1060J40	3	117	351
Biology with Lab CE	General Biology	BIO1010J40,J41	3	100	300

Biology with Lab CE	General Biology Laboratory	BIOL1015J40,J41	1	100	100
Career & Major Exploration	Career and Major Exploration	CLSS2100J40	3	106	318
Commercial Art CE	Design	ART1120J40	3	50	150
Drawing 1 CE	Basic Drawing 1 for Non-Majors	ART1020J40	3	82	246
Humanities CE	Humanities through the Arts	HUM1010J40	3	83	249
Leadership Management Principles CE	Principles of Leadership	MGMT1250J40	3	13	39
College Prep Math CE	Intermediate Algebra	MATH1010J41	4	82	328
Math 1050 TICE	College Algebra	MATH1050J41	4	115	460
Mechatronics	Intro to Mechatronics	MECH1010J40	3	38	114
Physics No Lab CE	Elementary Physics	PHYS1010J40,41	3	149	447
Spanish - Fourth year 1020 CE	Beginning Spanish II	SPAN1020J40	5	18	90
Speech CE	Public Speaking	COMM1020J40	3	73	237
Student Success	Student Success	CLSS1000J40	3	160	480
US National Government CE	American National Government	POLS1100J40	3	148	444
Web Development CE	Web Application Design	INFO2450J40	3	39	117
<b>Total Number of Credits Earned:</b>					<b>5,109</b>

<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"

- 2) Anticipated improvement in student performance may include more student accomplishing their A.S. degree because the H.S. requirements for graduation in art (1.0) physical education (Fitness for Life) will align to the University requirements. Furthermore, students may opt to go into STEM careers as they will be able to take an additional STEM course in place of the .5 PE and .5 Art class.
- 3) The requirements for UVU's Associate Degree Core Requirements accessed on <http://www.uvu.edu/catalog/current/policies-requirements/general-education.html#core-req>

**UVU's A.S. Degree Core Requirements (60 University Credits Required. 3 University credits = 1.0 high school credits)**

**Complete the following for 6 credits:**

ENGL 1010/101H Introduction to Writing and

ENGL 2010/201H Intermediate Writing—Humanities/Social Science or ENGL 2020/202H Intermediate Writing—Science and Technology

**Complete one of the following for either 3 or 4 credits:**

MAT 1030 Quantitative Reasoning or MATH 1040 Introduction to Statistics or

MATH 1050 College Algebra

**Complete the following for 5 credits:**

PHIL 2050/205G/205H Ethics and Values (3 credits) and

**PES 1097 Fitness for Life or HLTH 1100 Health and Wellness (2 credits)**

**Complete one of the following for 3 credits:**

HIST 1700/170H American Civilization

POLS 1100 American National Government

## DISTRIBUTION Requirements (18 CREDITS)

**A. SCIENCE** - All Majors must complete **One course of Biology (BIOL 1010 or BIOL 1610 highly recommended), One course of Physical Science and One additional course from either of those two areas** for a minimum total of 9 credits. One Lab Course is recommended.

### Biology

BIOL 1010/1015	General Biology	4.0
BIOL 1610/1615	College Biology I	4.0

### Physical Science

PHYS 1010	Elementary Physics	3.0
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### B. HUMANITIES — One course minimum

COMM 1020	Public Speaking	3.0
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### C. FINE ARTS — One course minimum

ART 1010	Introduction to Visual Arts	3.0
ART 1020	Basic Drawing Non Majors	3.0

### D. SOCIAL/BEHAVIORAL SCIENCE — One course minimum

FIN 1060	Personal Finance	3.0
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4) Attendance for UCAS = 97% of all students each day attending school

## 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).

### 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
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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.

	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 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.

	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?	Y
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 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.

	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?	Y
D	After a SMART analysis, is this a SMART Goal?	Y
E	Does the Governing Board want to revise 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 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>
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>