



# State Charter School Board Expansion Application

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 Expansion Application process or revocation after award.

The Applicant understands that applications must be received by SCSB staff no later than 1 July for the next school year and that late/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 Expansion Application and provide clarification to any questions.

The Applicant acknowledges the entire application was received by the school district in which the existing entity is located, and the school district in which the new entity will be located.

Application was received by Superintendent Sam Jarman at Alpine School District, Superintendent Rick Neilsen at Nebo School District, and Superintendent Keith Rittell at Provo School District on February 23, 2018.

Ghislaine Causset/Landen Garner  
Name of Board Chair/Vice Chair  
(please print)

//original signed and submitted to staff//  
Signature of Board Chair /Date

## School Entity Information

Name of School: **Utah County Academy of Sciences -UCAS**

Name of School Administrator: **Anna Trevino**

Local School District: **Alpine and Provo**

Provide a statement describing the mission of the school:

Our purpose at the Utah County Academy of Sciences is to provide an unconventional and innovative educational opportunity for high school students who are greatly motivated. UCAS provides a curriculum with emphasis in STEM (Science, Math, Engineering and Technology). UCAS works closely with Utah Valley University (UVU) concurrent enrollment department allowing students who have the interests, ability, and desire to move through their formal schooling at an accelerated rate. Additionally, UCAS has made arrangements to work closely with Mountainland Technology College (MTECH) once the expansion campus is approved in order to provide students with more options and opportunities that lead from college to career readiness.

One of the Critical items that makes UCAS such an outstanding school is its location to the University and College campuses. UCAS has been actively looking for property to purchase in order to build an expansion campus for the past 5 years. Because of the incredible growth in Utah County and the inflated cost of land near the university where UCAS is currently located, UCAS was not able to secure a piece of land that was affordable to build on. Once the Board at UCAS gave permission to look off campus, but near the rapid transit line that accesses the university, an empty building was located, and was available for a cost UCAS could easily afford – with an expansion to the number of students we could allow to attend UCAS. UCAS has always had a wait list because of our incredible program.

UCAS provides an atmosphere that promotes learning. Teachers are skilled in curriculum development and delivery along with research proven techniques. Teachers and administrators carefully plan the curriculum and assessment that align with the Utah state core. While UCAS has a main focus of technical and scientific inquiry and research, other classes will be offered to fulfill the Utah State requirements for high school graduation to help students become functional, literate, and well-rounded adults.

The UCAS curriculum is consistent with the goals of Early College High Schools in that we provide up to two years of college credits in courses that lead from college to career. 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 up to two years of college credit in a safe, supportive, dual-campus environment. Our areas of emphasis with UVU and MTECH are listed on the following chart.

<b>STEM</b>	<b>UVU A.S. Degree</b>	<b>MTECH</b>
Science	Biological & Physical Science fields	Healthcare
Technology	Computer Sciences	Computer Systems
Engineering	Engineering	Engineering/Manufacturing
Mathematics	Mathematics	Mathematics (in all)

**Expansion Request – UCAS**

*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.*

<b>Name</b>	<b>Position</b>	<b>Current Charter Affiliations</b>
Ghislaine Causset	Board President – Parent Representative	Utah County Academy of Sciences
Landen Garner	Board Vice-President – Community/Business Representative	Utah County Academy of Sciences
Abraham Teng, Ph.D.	UVU Representative – College of Computing & Technology	Utah County Academy of Sciences
Trevor Warburton	UVU Representative – College of Education	Utah County Academy of Sciences
Theron Murphy	School District Representative	Utah County Academy of Sciences
Serene Bean	Parent Representative	Utah County Academy of Sciences
Kim Haws	Parent Representative	Utah County Academy of Sciences

**Required Exhibits:**

- Minutes of the board of the sponsoring school authorizing application for Expansion – attached as appendix A.

## **Population and Enrollment**

- By checking this box, I understand and agree that the enrollment policies must be consistent with state law and Board rule, and that increased enrollment of students cannot begin until the Expansion Application is approved.

Grade Levels to be Served: **9-12**

Projected Maximum Enrollment: **1200 using the growth model outlined below**

	<b>Grades and Specific Number of Students Served by Grade</b>													<b>Max Enrollment</b>
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>SY 20</b>										300	300	150	150	900
<b>SY 21</b>										300	300	300	150	1050
<b>SY 22</b>										300	300	300	300	1200

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

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

The population being served at UCAS, the existing entity, is predominately Caucasian 75%, with a minority enrollment of 25%. Students currently enrolled that qualify for special education services is at 1%, with an additional 7% of students on existing 504 plans. The percent of economically disadvantaged students is 15%, and English learners is at 1%.

The distance travelled by current UCAS students ranges from Herriman (30 miles North of UCAS) to Santaquin (28 miles South of UCAS). This totals a 58 mile range of travel for UCAS students.

UVU currently has 14,000 first generation students who currently are enrolled in their program. There are typically 60% of UCAS student who choose to stay at UVU to complete their Bachelor’s degree program, thus assisting with the mission of UVU to increase the opportunity for first generation student to attend their programs.

2. Compare the description in question one (1) to the local school district of the sponsoring school.

The statistical comparisons from UCAS and the three local school district partners is presented below. Provo School District (in red/bold) as that is the district where the expansion campus is located.

Group	Alpine School District	Nebo School District	Provo School District	UCAS
Female	49%	48%	48%	48%
Male	51%	51%	52%	52%
Minority	15%	14%	27%	25%
Caucasian	85%	84%	73%	75%
SPED/504	10%	13%	10%	8%
ELL	3%	4%	10%	<1%
Low Income	19%	33%	39%	16%

UCAS recognizes that our demographic numbers compare with our local school districts in some areas, and do not compare in others. Because we are a partnership school with all three districts, we have averaged the numbers of the three districts (combined) as our target number for the overall future UCAS student population. The target population of UCAS/Provo campus is 30% minority, (the average of the three local school districts), 11% SPED/504 (the average of the three local school districts), the percentage of economically disadvantaged students is predicted to raise to 30% (the average of the three local school districts), and the English learner community to approximately 6% (the average of the three local school districts).

The location of the UCAS/Provo campus is located on the “Education/Technology Corridor” of Utah County – located between Brigham Young University and Utah Valley University with direct access to Mountainland Technology College. In addition, UCAS/Provo campus is located

one block away from an expansive new business district of Provo City. The transportation situation for the UCAS/Provo campus is identical to the existing UCAS campus. The UCAS student population is anticipated to be primarily commuter. All students are issued a public transportation bus pass to assist them in transportation needs. The new Rapid Transit Front Runner Connector runs directly in front of the UCAS/Provo campus, along with a transfer station for easy access for our students use.

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

The current UCAS campus has grown from a student enrollment of 280 (2005) to 400 students (2008). UCAS has not been able to expand or increase our student population above 400 due to the lack of space in our current facility. Pam Perlich (2017), UofU's director of demographic research, has indicated that the population in Utah County is expected to grow more than threefold by 2065. This drastic increase of the local population is putting a demand on the need for additional students to be able to enroll in an early college high school. UCAS has received requests from the community to open additional space in order to serve more students. This coming fall 2018, we have decided to increase our number to 500 students (the maximum that our current charter allows) by adding 9<sup>th</sup> grade students to our school (also currently allowed by our charter). We will not have the space in our current building to house the extra courses needed for these 9<sup>th</sup> grade students, however, we are making arrangements to rent space from UVU's education building which is adjacent to the UCAS building.

The location of the UCAS/Provo campus borders Alpine School District and Provo School District. Currently, 80% of our UCAS student body comes from both of these school districts. With the ability to open an additional UCAS campus that could house an additional 600 students (beyond our current charter), and our reputation of being one of the top schools in Utah, we anticipate the ability to fill the new Provo location easily within a three year time period. This would provide the students in the area with another choice of a high performing school with access to an early college environment.

Another significant appeal of a expansion location to our target population is the scholarship program that UCAS provides each student. At our current UCAS campus, UCAS provides over \$500,000.00 EACH SCHOOL YEAR in college tuition and textbooks for our students. UCAS also provide the opportunity for each of our students to earn 30 concurrent enrollment credits that are a low cost to our students. This unique advantage would greatly appeal to the low income population that exists in the Provo campus area.

UCAS has four guiding principles that have helped us be successful: a small school environment, teaching excellence, university partnership and a focus on STEM education. These factors all positively contribute to improving student outcomes and increasing student success for life after high school. Lower class sizes have also proven to be positive academic result for students who are culturally, linguistically and economically disadvantaged (D. Zyngier, 2014). The current class size at UCAS is 25. The average size class for high schools in the State of Utah in 2017 was 31 students per classroom.

We believe that because of our small class sizes we have been able to historically prove that student learning and growth across different demographics has improved.

## 4. Describe the enrollment practices, processes, and policies of the school.

The mission of UCAS is to provide a quality early-college education to a diverse student population emphasizing the STEM careers with the opportunity to earn both a high school diploma and up to two years of college credit in a safe, supportive, dual-campus environment. UCAS is a state funded public charter school and like a traditional high school, we accept all student who apply up to our capacity. Typically, more students apply than our capacity allows and a lottery is needed to choose next year's incoming students. Three or four open houses are held each year as informational nights for interested students and parents. Post-cards are mailed out to approximately 16,000 students over the age of 14 in the Utah County area and information is posted on the school's website. Alpine School District assists UCAS in getting information to students who are involved in the Latinos in Action program in their district.

All students who apply are put in a lottery and student names are ordered through a random number generator. Student names are selected through the random generator, and once the spots are filled, a waiting list is compiled. Once a spot opens up (due to a move, transfer, etc.) the next student on the list is contacted. Once the school year has begun, we do not accept students as students are enrolled in college level courses which makes it very difficult to enter the school after the classwork has started. Our lottery was held on February 23, 2018, at that time we accepted 90 students in 9<sup>th</sup> grade, 150 students in 10<sup>th</sup> grade and 20 students in 11<sup>th</sup> grade. We have 100 students on the wait list for 9<sup>th</sup> grade, 59 students on the wait list for 10<sup>th</sup> grade, and 4 students on the wait list for 11<sup>th</sup> grade. In the past, we have generated an additional waiting list between February 23<sup>rd</sup> and August 1<sup>st</sup> of approximately 50 students. We believe that will be the case this year as well. In the future, we can advertise more spaces are available with our Provo campus and anticipate that the number of students who apply will easily fill the second location within the first three years.

## 5. Describe the enrollment timeframe that will be implemented and shared with the public.

Once UCAS is given the go ahead to open our expansion, we will still have an entire year to recruit students for the 2019-2020 school year. We will immediately call or e-mail all students on the wait list and let them know of our expansion campus, and invite them to apply again next year. We will meet with local school district counselors and charter schools to let them know of our opportunity for additional students. We will continue to work with the LIA programs in Alpine District, and work with local Superintendents to get permission to inform students involved in additional Latino programs offered in the Provo and Nebo district. If needed, we will advertise in local papers, through additional post card mailers and radio commercials.

## Facilities

Does this expansion of student enrollment require a new facility or a significant structural change to an existing facility?

Yes (Complete Section A)

No (Skip Section A)

## Section A: Facilities Plan for Expansion

Attach the following information regarding the new facility or structural change.

- A-1. Attach renderings or describe the facility size and layout suitable for implementing the Educational Plan. If renderings are not available, provide the date when the documents will be submitted to SCSB staff.

The facility is 50,000 square feet – 25,000 square feet on each floor. On the main floor of the building there will be a culinary kitchen space, conference center, lunch area, restrooms, an innovation/creation space sponsored by US Synthetics, and WhyTry offices. On the second floor there will be 18 classrooms/lab spaces (4 English, 4 mathematics, 4 science/2 labs, 4 social studies, 1 health, 1 computer lab, 1 art and 1 student success), restrooms, teacher work room, admin./counseling offices (4) and Board of Trustees meeting room (for tentative building plan - see appendix B.

- A-2. Describe the timeline for completion of the facility by the start date.

UCAS entered into a purchase agreement on February 9, 2018. There is very little that needs to be done to the building in order to facilitate the students of UCAS/Provo campus. It is anticipated that building renovations (mainly interior walls) and facility accommodations will begin in June, 2018 and the students will be able to begin school in the new facility by August 2019.

- A-3. Describe the financing requirements needed for this facility project. As required by statute, submit all contracts to SCSB prior to entering into any facility contracts.

The financial requirements for this facility project is \$7,800,000.00 for the building and \$2,000,000.00 for improvements to the building to create classroom and office space. We plan to bond for this amount of money through the Utah Charter School Finance Authority. UCAS meets and exceeds all of the Charter School Performance Standards and is currently working with Clint Biesinger, a state approved financial advisor.

The facility contract was uploaded into UCAP on 3/28/2018.

## Educational Plan

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

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

1. Provide a description of philosophical approach to improving pupil achievement used.

UCAS administration and instructors believe that the purpose of education is to provide each student the opportunity to acquire and develop the knowledge, skills, experience, attributes and attitudes necessary to be successful throughout life. Academic excellence, resilience, respect and a growth mind-set are the areas of a students' experience at UCAS. In addition to the development of academic proficiency, it is essential that the student acquire traits such as responsibility, teamwork and collaboration as they prepare for their future career choices.

The Utah County Academy of Sciences (UCAS) is a specialized early college high school that provides an educational opportunity for motivated high school students. It provides a focused curriculum for students who desire to develop a deep understanding of scientific/engineering

principles that include project development skills. Students encounter an integrated school-wide program that improves their academic competence, and provides students the experience and self-assurance needed to complete a college or university program.



Instructors are proficient in curriculum development and delivery. Curriculum an assessment are carefully planned by the teachers and administrators. The curriculum emphasizes connects between disciplines, applications in real-work situations, collaboration between students and faculty, modeling of innovative approaches to learning, and integration of technology in the classroom.

The curriculum is designed to provide and academic program which challenges students to pursue interests in science, technology, engineering and math which include:

- exciting opportunities for students to learn the fundamentals of research through participation in research studies and projects.
- experiences which allow students to improve their technical skills and develop confidence in their ability to use, manage, and communicate using technology.
- exposure of students to the applications of mathematics, engineering, and science through field studies, university coursework, and internships.
- environment which fosters independent learning and challenges students to become responsible for their own learning and acquiring proficiency with essential content and process skills.

The instructors at UCAS are responsible to implement and utilize instructional strategies which have been validated to produce increased levels of student learning and performance. The teacher in the classroom is the key element in the educational process and success of each student. Every effort is made to recruit, support and retain a diverse staff composed of dedicated, competent, caring, and professional educators.

UCAS promotes a sense of community that is nurturing, friendly and supportive of students and their intellectual achievement, without unnecessary barriers or constraints. This community is designed to ease the transitions students encounter as they progress through their educational program into their chosen career path.

This philosophy has made a positive impact on the success of the existing students at UCAS, and can be measured by: High School Graduation rate, Associate Degrees earned, ACT Scores, SAGE Scores, and State School Grade.

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”

The philosophy of UCAS/Provo campus will be the same as the current UCAS, therefore we anticipate serving those seeking a rigorous and supportive early college experience. We are excited to provide UVU concurrent enrollment, A.S. degrees and additional STEM career choices through MTECH and see this as an opportunity to reach a more varied

population demographic that may include a higher percentage of ELL, low SES, and minority students.

Students who are attending UCAS in the 9<sup>th</sup> and 10<sup>th</sup> grades will attend school in the UCAS Provo campus taking concurrent enrollment and high school required courses. During the 11<sup>th</sup> and 12<sup>th</sup> grade, the UCAS students will attend in the current building on the UVU campus. Because UCAS 11<sup>th</sup> and 12<sup>th</sup> grade students take many on campus courses, they will have easy access to UVU associate degree courses and MTECH career courses.

2. Describe the program of instruction used, including methods of instruction and curriculum for the core academic content areas, which supports the school's philosophy and aligns to Utah Core Standards.

UCAS Early College High School is a blended institution; a school designed to go beyond dual or concurrent enrollment courses in order to give students a head start in the student's college/university program. Blended institutions are secondary/postsecondary hybrids that combine the high school and college experience intellectually and socially. The curriculum is designed to combine high school and college/university level work into a single academic program. The high school schedule aligns with the college/university schedule, with a few additional days, to ensure that students receive the state mandated minimum of 990 hours of instruction per year.

Measurable objectives in place at UCAS Early College High School demonstrate a dedication to create and maintain a small school environment. Most classes offered at UCAS are capped at 25 students or below (the average on the state level being 31). The average current class size in the core areas of math, ELA and science is 25 students per class. Students participate in courses taught by UCAS teachers, certified Concurrent Enrollment teachers and Utah Valley University professors.

UCAS is known for having exceptional instructors who go above and beyond a traditional classroom teacher. Ninety-three percent UCAS teachers have a master's degree. The standard for a UCAS instructor is that they are available for students before and after school, as well as during an advisory period, lunch to assist students in need of extra support and instruction.

The instructors at UCAS participate in professional development throughout the year as well as collaboration meetings, PLCs and school-wide trainings. Attendance at these meetings contribute to the effectiveness of the instructional methods and the depth of the teacher's content knowledge. UCAS prides itself on maintaining teaching excellence with very little faculty turn over.

Weekly faculty meetings or professional development meetings are held at UCAS throughout the school year in order to cover a variety of professional development topics followed by discussion regarding the daily needs of the students and school. Time is

allocated for teachers and staff to communicate with each other about concerns or to answer questions regarding individual student development. All staff are provided computer access for ease of communication. UCAS is responsible for maintaining all grades, attendance records, counselor and special education records, records regarding behavioral issues, and standardized test scores of each student.

3. Describe how the school provides, as required by state and federal law, special education and related services.

Although UCAS has a small number of special education students currently enrolled, we have a high number of students served with 504 accommodations. It is anticipated that with the additional programs that UCAS will be able to offer through MTECH, students with special education and related service needs may increase. All students who apply to the UCAS/Provo campus will be given equal opportunity to enroll, the existing UCAS program of instruction is specifically geared to fulfill the needs of three student populations: (1) students who are under-represented in the fields of science, technology, engineering, and math; (2) students from lower socio-economic levels; and (3) students who would be the first in their family to attend college. UCAS complies with the State Uniform Charter Application Process.

In addition, UCAS recognizes that careful and specific adherence to the Utah State Board of Education Special Education Rules and Special Education Policies and Procedures is necessary in providing for the appropriate education of students with disabilities enrolled. UCAS has in place programs, procedures, policies, that meet the outlined criteria for special education and 504 students.

4. If the school serves or intends to expand to serve a high school population, identify the graduation requirements for the school that will meet State requirements. Describe the process and criteria for awarding course credit.

All students graduating from the Utah County Academy of Sciences must earn 24 or more total high school credits to graduate from UCAS. Career assessment and guidance is offered to students to assist them in designing a course of study that will meet their needs, particularly during their SEOP/CCR. All students are required to enroll in a Student Success course and a Major and Career Exploration Course which provides development of study skills, career interests and job skills that will prepare them for post high school education.

Requirements are outlined as follows: English 4.0 Credits, Computer Technology .5 Credits, Science 4.0 Credits, Math 4.0 credits, Fine Arts 1.0 Credits, Health .5 Credits, Student Success 1.0 Credits, Physical Education 1.0 Credits, Major and Career Explorations 1.0 Credits, Social Studies 3.0 Credits (specifically Geography, US History, World Civ., and Gov't & US Citz.), Financial Lit .5 Credits, STEM course 1.0 and Electives 2.5 Credits, for a total of 24 Credits.

UCAS offers the following options to obtain MAKE-UP CREDIT: Online High School Program, and limited summer programs. Homeschool credit (must be done through an accredited institution on an official school transcript).

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

**Required Exhibit:**

- RDA scoring letters and Annual Performance Review letters see Appendix D.
- Executive summaries from UIPS review for the past three years, if applicable.

## Business Plan

A school that receives one or more "Falls Far Below Standard" and/or two or more "Does Not Meet Standard" on the CSPS Financial Performance measure does not meet the SCSB's expectations and must submit additional information as part of its application.

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

Yes

No

**If no, Required Attachments:**

- **Financial Performance Information:** In a detailed, yet concise response, address each Financial Performance metric where the school received a "Falls Far Below Standard" or "Does Not Meet Standard."

**UTAH COUNTY ACADEMY OF SCIENCES**  
**Policies and Procedures on**  
**DUTIES AND RESPONSIBILITIES OF THE BOARD OF TRUSTEES**

The general powers and duties of the Board are defined in Utah statutes. These statutes state or imply that a local Board of Education has full power to operate the local public schools as it deems fit in compliance with state and federal mandates and pertinent laws of the municipality. Within these constraints, the UCAS Board of Trustees views its required functions in these board areas:

**1. Policy Making and Leadership Selection**

The Board is responsible for the development of policy as guides for administrative action and for employing a Principal to implement its policies.

**2. Appraisal**

The Board is responsible for evaluating the effectiveness of its policies and their implementation.

**3. Approval of Employees**

The Board shall approve the hiring of faculty, support staff, and other employees including the creation of salary schedules, benefit plans, and human resource policies.

**4. Approval of a Yearly School Calendar and Schedule**

The Board shall approve a school calendar and overall school schedule for the coming academic year.

**5. Contract for Services**

The Board shall approve contracts as needed to operate the school. These contracts may include financial services, food services, special education services, etc.

**6. Provisions of Financial Resources**

The Board is responsible for adoption of a budget which will provide the wherewithal – in terms of buildings, staff, materials, and equipment – which will enable the school to carry out the Board's policies.

**7. Public Relations**

The Board is responsible for providing adequate and direct means for keeping the patrons of the school informed about the school and keeping the school informed about the wishes of the patrons.

**8. Educational Planning and Evaluation**

The Board is responsible for establishing educational goals which will guide both the Board and the staff in working together toward the continuing improvement of the educational program. It is responsible to provide for the ongoing evaluation of the school program against the goals and objectives set forth by the State Board of Education.

**9. Appeals Board**

The UCAS Board of Trustees serves as a hearing board for appeals that are requested to go beyond the Principal. These appeals may relate to suspensions, expulsions, other issues and personnel issues.

**10. Required Duties**

The Board will fulfill any and all required duties as a public school governing board as defined in state law or rules. These may include making assurances, reviewing and approving student expulsions, financial duties, etc.

**UTAH COUNTY ACADEMY OF SCIENCES**  
**Policies and Procedures on**  
**BOARD OF TRUSTEES – APPOINTMENT, ELECTION, VACANCIES, AND RESIGNATION**

**POLICY BB**

**1. Composition of the Utah County Academy of Sciences Board of Trustees**

The UCAS Board of Trustees shall be composed of the following members:

- a. One administrator appointed by the superintendents or representatives of the three Utah County school districts. This makes one Board of Trustees position for our public school partners.
- b. Two UVU faculty members or administrators appointed by the college president or his designee.
- c. One community member appointed by the current UCAS Board of Trustees.
- d. Three parent members elected by a vote of the parents. These parent members should have a current UCAS student at the time of the election.
- e. Board positions will be for two year terms. Subsequent terms will begin the first Board meeting in January.
- f. The Board of Trustees will consist of Seven (7) members.

**2. Board Member Vacancy and Appointment**

The Board believes that any individual who agrees to serve on the UCAS Board of Trustees shall do so with full knowledge of and appreciation for the investment in time, effort, and dedication expected of all Board members. It should be that individual's intent to serve a full term as an unpaid board of trustee member.

However, if for reasons of health, change in domicile, change of employment or any other compelling reason, a member does decide to terminate service, the Board may either appoint a new board member or, if the resigning member is one of the appointed board members, request the school district or the UVU administration to appoint a new board member to complete the term of the board member who is resigning.

A board member may be removed from service by a majority vote of the board if that board member no longer meets the criteria required for board members including attendance at board meetings. If a board member is removed by a majority vote of the board, the board will either appoint a new board member or make a request for a new board member from the school district or UVU administration. The new board member will serve the remainder of the term of the member who has been replaced.

**3. Community representatives to the Board of Trustees**

The election of the parent board members shall follow these parameters:

- a. Interested parents, educators, and community members are eligible to run for the UCAS Board of Trustees. They do not need to represent a specific geographical area. Any individual interested in serving on the UCAS Board of Trustees should make their desire known to the Principal of UCAS by December 1 of each year.
- b. Potential board members must be in good standing in the community, and be willing to submit to a criminal background check.
- c. Potential board members may not have any felony convictions or have pled "no contest," or have received a plea in abeyance for any violation of law other than minor traffic offences.
- d. Board of Trustee terms shall begin the first board meeting in January. Board members shall be sworn in during their first official meeting.
- e. Potential board members must agree to attend at least 75% of the monthly board meetings. Failure to attend the board meetings and participate in the workings of the board may be grounds for removal from the board by a majority vote as noted in section.

- f. A ballot will be made available to UCAS parents with one vote per family per open board position. The candidates with the highest vote count will be elected to serve on the Board of Trustees.
- g. If the Board Vice President's term is up, and wishes to remain on the UCAS Board as the President, the Vice-President will not need to run for re-election, but will be allowed to serve another two year term (See Policy BC).

**UTAH COUNTY ACADEMY OF SCIENCES**  
**Policies and Procedures on**  
**BOARD OF TRUSTEES PRESIDENT AND VICE PRESIDENT**

**POLICY BC**

1. **Board President:** There shall be one member of the Utah County Academy of Sciences Board of Trustees who shall be selected by a vote of the board members to serve as President. This selection shall be completed in January in an open meeting. The term of the President shall be for one year. Following this initial year, the Vice President will become the President unless circumstances prevent this from happening. The responsibilities of the President shall include the following:
  - a. See that meetings are advertised
  - b. See that notes are taken at all meetings
  - c. Conduct all meetings
  - d. See that special meetings are scheduled as needed
  - e. See that items of concern are placed on the agenda
  - f. See that communication is given to all members of the Board
  - g. Serve as the chief hearing officer for all appeals
2. **Board Vice President/President Elect:** There shall be one member of the Utah County Academy of Sciences Board who shall be selected by Board members as the Vice President of the Board. This shall be done at the same open meeting and in the same manner as the Board President. After serving as the Board Vice President for a one year term, the Vice President shall become the President for a one year term.

If the Board Vice President's term is up, and wishes to remain on the UCAS Board as the President, the Vice-President will not need to run for re-election, but will be allowed to serve another two year term.
3. **The Vice President shall:**
  - a. Perform the duties of the President in the absence of the President.
  - b. Assume the position of President should that position become vacant.
4. **Other Officers:** There may be other temporary positions or committees organized as the Board sees fit. Any permanent position would require a bylaw/policy change.

- Minutes of the board of the sponsoring school authorizing application for Expansion

Appendix A

UCAS Board Meeting Mins (Edited to show those items relevant to the purposes of this application)

UCAS Board of Trustees Meeting Agenda

Tuesday, February 7, 2018 3pm

940 West 800 South, Orem, UT 84058

UCAS Building

3:00

Attending Board Members: Serene Bean, Kim Haws, Landon Garner, Trevor Warburton, Theron Murphy, Abraham Teng,

Not Attending: Ghislaine Caussat

UCAS Staff Attending: Anna Trevino, Tara Merryweather, Jennilyn Derbidge, Jonathan Frey, Jared Ferguson

1. An update on the expansion progress was given by Jared Ferguson. We have made an offer on a building, it is located at 2121 North 550 West in Provo. Jared presented pictures of the building to give an idea of the potential. There is room for up to 15 classrooms. It is 60,000 sqft. Most likely our 9<sup>th</sup> and 10<sup>th</sup> graders will attend this location.

2. Anna Trevino shared the 2018 Assurances Agreement for Expansion. This is necessary paper work for our expansion. We are seeking approval for our expansion location for UCAS. We would like to request that we get our "assurance agreement" approved and signed. Anna read aloud the assurances, "the assurances agreement". See attached. Landon Garner ask if we had a motion to approve the assurance agreement. A request to postpone approval until Friday so that the board can do additional research was requested by Trevor Warburton. The board agreed. The board will vote electronically by this Friday, Feb. 23, 2018.

a. Each Board member voted electronically the votes were:

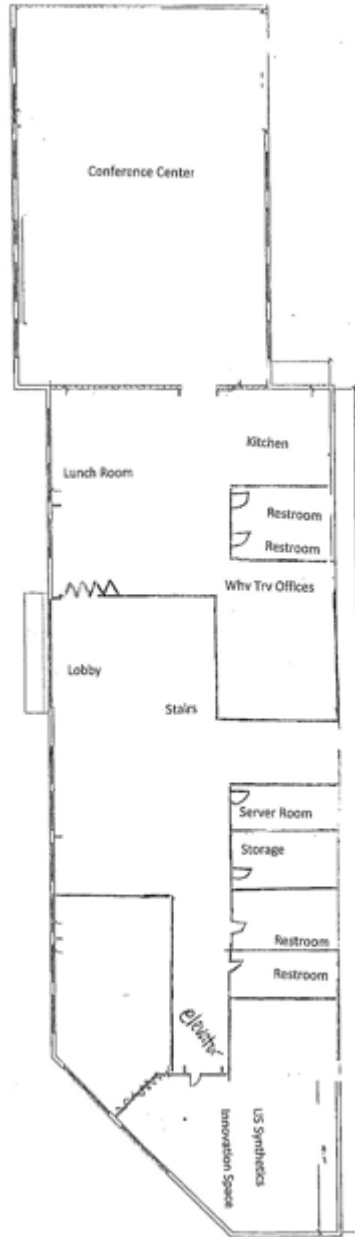
1. Ghislaine Caussat - approve
2. Landon Garner - approve
3. Serene Bean – Second to approve approve
4. Kim Haws - approve
5. Abrahamn Teng - approve
6. Theron Murphy – Motion to approve
7. Trevor Warburton - approve

Motion to adjourn by Abraham Teng, 2<sup>nd</sup> by Serene Bean.

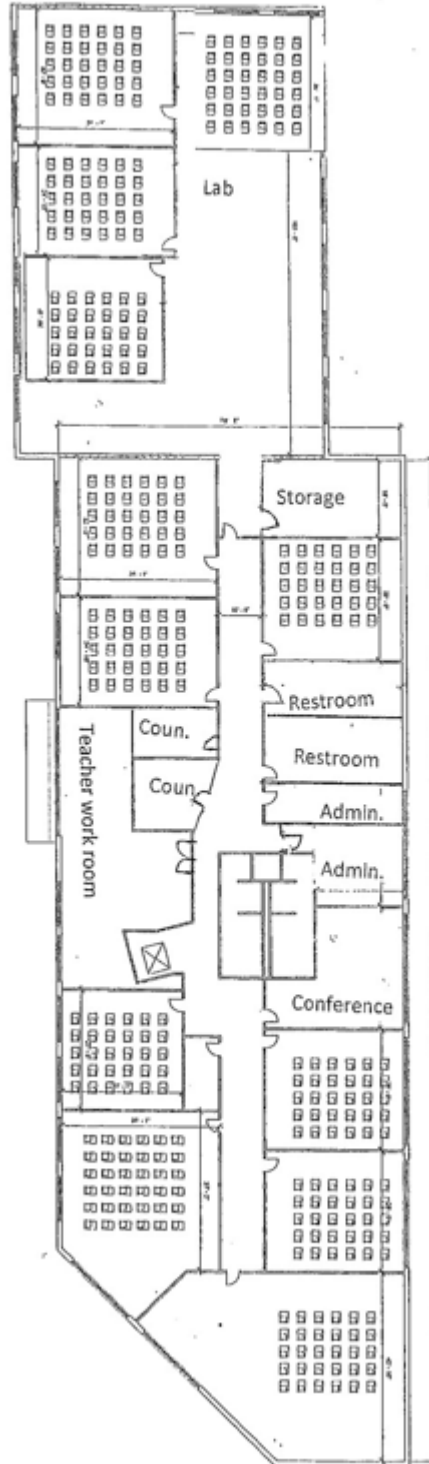


Appendix B

Main Floor



Second Floor



## Appendix C

### 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).

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.

	<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>N</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

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.

	<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>N</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

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.

	<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>N</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

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>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>N</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>N</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>N</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>N</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>N</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>N</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>N</b>
F	Does the Governing Board want to transform school practice to begin working on this Goal?	<b>N</b>

## Appendix D

RDA scoring letters and APR letters.

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



April 16, 2015

Dr. Anna Trevino  
Executive Principal  
Utah County Academy of Sciences  
940 West 800 South  
Orem, Utah 84058

Dear Dr. Trevino,

The Utah State Office of Education, Special Education Services (USOE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Office of Education Special Education Rules (USOE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USOE-SES must provide an Annual Performance Report (APR) to describe the progress of each Local Education Agency (LEA) and the State toward meeting targets on performance indicators established by the Office of Special Education Programs (OSEP). The USOE-SES considers multiple sources of data including student enrollment, monitoring activities, professional development, stakeholder input, personnel qualifications, use of funding, and any other public information, to identify an APR determination score and the level of monitoring and support required for each LEA.

LEA determinations are made annually; therefore the determination about the status of each LEA and the criteria used will be reviewed and possibly modified each year by the USOE-SES. While each LEA is notified of their determination level, the USOE-SES is not required to inform the public, although public information requests must be honored. In making these determinations and in deciding on appropriate enforcement actions for the federal fiscal year (FFY) 2013 APR, the USOE-SES has considered all information available at the time of the determination, including the history, nature, and length of time of any reported noncompliance, and any evidence of correction. If the LEA provided data demonstrating correction of noncompliance in a timely manner within one year, the USOE-SES will consider the LEA to be in substantial compliance regarding that indicator. The SPP compliance indicators used in making the determinations based upon FFY 2013 APR (2013–2014) data were:

- Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.
- Indicator 2:** Percent of youth with IEPs dropping out of high school.
- Indicator 4B:** Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not

comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.

**-Indicator 9:** Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.

**-Indicator 10:** Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.

**-Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and the evaluation completed within 45 school days.

**-Indicator 12:** Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who have an IEP developed and implemented by their third birthdays.

**-Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs.

Determinations for FFY 2014 (2014–2015) will also include results from Indicator 3: Statewide Assessments. Determinations for FFY 2015 (2015–2016) will also include results from Indicator 6: Preschool Environments.

The USOE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. As a result, the USOE-SES provides differentiated levels of monitoring and support to LEAs based on need. While the USOE-SES monitoring and technical assistance efforts will continue to address compliance issues, efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement and scale-up effective instructional practices resulting in readiness for career, college, and independent living.

The USOE-SES has completed the annual data review for the 2013–2014 school year. As a result of

the data review, Utah County Academy of Science (UCAS) has been placed in the USOE **Assisting Tier**, with an APR Determination of **Meets Requirements**. The data used in making this determination are enclosed. For more information on the USOE tiers, supports and activities, please visit <http://schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Compliance.aspx>.

Utah County Academy of Science (UCAS) must complete a Program Improvement Plan to address the areas of need and activities identified in the enclosed table, and any areas of need identified by Utah County Academy of Science (UCAS). The Program Improvement Plan must be submitted for review by May 30, 2015.

If you have any additional questions, please call Tiffanie Owens at (801) 538-7806.

cc: Ms. Nicole Swan, Special Education



April 23, 2016

Dr. Anna Trevino  
Executive Principal  
Utah County Academy of Sciences  
940 West 800 South  
Orem, UT 84058

Dear Dr. Trevino,

The Utah State Office of Education, Special Education Services (USOE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Office of Education Special Education Rules (USOE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USOE-SES must provide an Annual Performance Report (APR) to describe the progress of each Local Education Agency (LEA) and the State toward meeting targets on performance indicators established by the Office of Special Education Programs (OSEP). The USOE-SES considers multiple sources of data including student enrollment, monitoring activities, professional development, stakeholder input, personnel qualifications, use of funding, and any other public information, to identify an APR determination score and the level of monitoring and support required for each LEA. LEA determinations are made annually; therefore the determination about the status of each LEA and the criteria used will be reviewed and possibly modified each year by the USOE-SES. While each LEA is notified of their determination level, the USOE-SES is not required to inform the public, although public information requests must be honored. In making these determinations and in deciding on appropriate enforcement actions for the federal fiscal year (FFY) 2014 APR, the USOE-SES has considered all information available at the time of the determination, including the history, nature, and length of time of any reported noncompliance, and any evidence of correction. If the LEA provided data demonstrating correction of noncompliance in a timely manner within one year, the USOE-SES will consider the LEA to be in substantial compliance regarding that indicator. The SPP compliance indicators used in making the determinations based upon FFY 2014 APR (2014–2015) data were:

- Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma.
- Indicator 2:** Percent of youth with IEPs dropping out of high school.
- Indicator 4B:** Percent of LEAs that have: (a) a significant discrepancy, by race or ethnicity, in the rate of suspensions and expulsions of greater than 10 days in a school year for children with IEPs; and (b) policies, procedures or practices that contribute to the significant discrepancy and do not comply with requirements relating to the development and implementation of IEPs, the use of positive behavioral interventions and supports, and procedural safeguards.
- Indicator 9:** Percent of LEAs with disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification.
- Indicator 10:** Percent of LEAs with disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
- Indicator 11:** Percent of children with parental consent to evaluate, who were evaluated and the evaluation completed within 45 school days.
- Indicator 12:** Percent of children referred by Part C prior to age 3 who were found eligible for Part B and who have an IEP developed and implemented by their third birthdays.

**-Indicator 13:** Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs.

Determinations for FFY 2014 (2014–2015) will also include results from Indicator 3: Statewide Assessments. Determinations for FFY 2015 (2015–2016) will also include results from Indicator 6: Preschool Environments. The UOSE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. As a result, the USOE-SES provides differentiated levels of monitoring and support to LEAs based on need. While the USOE-SES monitoring and technical assistance efforts will continue to address compliance issues, efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement and scale-up effective instructional practices resulting in readiness for career, college, and independent living.

The USOE-SES has completed the annual data review for the 2014–2015 school year. As a result of the data review, Utah County Academy of Science (UCAS) has been placed in the USOE **Supporting Tier**, with an APR Determination of **Meets Requirements**. The data used in making this determination are enclosed. For more information on the USOE tiers, supports and activities, please visit <http://schools.utah.gov/sars/Laws,-State-Rules-and-Policies/Compliance.aspx>.

Utah County Academy of Science (UCAS) must complete a Program Improvement Plan to address the areas of need and activities identified in the enclosed table, and any areas of need identified by Utah County Academy of Science (UCAS). The Program Improvement Plan must be submitted for review by June 30, 2016.

If you have any additional questions, please call [Lindsey Adams](mailto:Lindsey.Adams@utah.gov) at (801) 538-7806.

cc: Ms. Nicole Swan Special Education Director



## UTAH STATE BOARD OF EDUCATION

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April 11, 2017

Dr. Anna Trevino  
Principal Utah County Academy of Sciences  
940 West 800 South  
Orem, Utah 84058

Dear Dr. Trevino, The Utah State Board of Education, Special Education Services (USBE-SES) has the authority and responsibility of monitoring compliance with federal and state requirements under the Individuals with Disabilities Education Act of 2004 (IDEA) and the Utah State Board of Education Special Education Rules (USBE SER). This responsibility is administered within the framework of supporting positive results for students with disabilities. The USBE-SES must provide an Annual Performance Report (APR) to describe the progress of each Local Education Agency (LEA) and the State toward meeting targets on performance indicators established by the Office of Special Education Programs (OSEP). The USBE-SES considers multiple sources of data including student enrollment, monitoring activities, professional development, stakeholder input, personnel qualifications, use of funding, and any other public information, to identify an APR determination score and the level of monitoring and support required for each LEA. LEA determinations are made annually; therefore the determination about the status of each LEA and the criteria used will be reviewed and possibly modified each year by the USBE-SES. While each LEA is notified of their determination level, the USBE-SES is not required to inform the public, although public information requests must be honored. In making these determinations and in deciding on appropriate enforcement actions for the federal fiscal year (FFY) 2015 APR, the USBE-SES has considered all information available at the time of the determination, including the history, nature, and length of time of any reported noncompliance, and any evidence of correction. If the LEA provided data demonstrating correction of noncompliance in a timely manner within one year, the USBE-SES will consider the LEA to be in substantial compliance regarding that indicator. Determinations for FFY 2015 (2015-2016) included results from all APR-SPP indicators.

The USBE-SES has re-conceptualized its accountability system to more effectively support LEAs in delivering compliant special education programs which lead to positive outcomes for students with disabilities. Several stakeholders were involved in the revision process and provided input and feedback regarding this process. As a result, the USBE-SES provides differentiated levels of monitoring and support to LEAs based on need. While the USBE-SES monitoring and technical assistance efforts will continue to address compliance issues, efforts will focus on working collaboratively with LEAs to develop and strengthen their capacity to implement and scale-up effective instructional practices resulting in readiness for career, college, and independent living.

The USBE-SES has completed the annual data review for the 2015–2016 school year. As a result of the data review, Utah County Academy of Science (UCAS) has been placed in the USBE **Guiding Tier**, with an APR Determination of **Needs Assistance**. The data used in making this determination are enclosed. For more information on the USBE tiers, supports and activities, please visit <http://schools.utah.gov/sars/Laws/UPIPS.aspx>

Utah County Academy of Science (UCAS) must complete a Program Improvement Plan to address the

areas of need and activities identified in the enclosed table, and any areas of need identified by Utah County Academy of Science (UCAS). If Utah County Academy of Science (UCAS) wishes the USBE-SES to review their Program Improvement Plan, it must be submitted for review by April 30, 2017. Final Program Improvement Plans must be submitted by June 30, 2017.

If you have any additional questions, please call Lindsey Adams at (801) 538-7806.

cc: Ms. Nicole Swan, Special Education Director

## Appendix E

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

### UTAH COUNTY ACADEMY OF SCIENCES COURSE DESCRIPTIONS

*Note: (CE) indicates Concurrent Enrollment class for college credit.*

#### Art Courses

##### ART 1010: INTRODUCTION TO VISUAL ART (CE)

Semester course. **3 UVU credits/1 UCAS credit.** Develops an appreciation of art. Studies elements and principles of art. Includes identification of major art forms, surveys art history, art criticism, and media.

##### ART 1100: DRAWING I (CE)

Semester course. 3 UVU credits/1 UCAS credit. Introduces fundamental drawing concepts and media. Emphasizes mastery of basic drawing principles and integration of these principles into a personal drawing style through exposure to a variety of structured drawing experiences.

#### Career and Technology Education

##### INFO 2420 Web Application Design (CE) – Meets Exploring Computer Science Requirement

Semester course. **3 UVU Credits, 1 UCAS credit.** *Prerequisite: Computer Knowledge.* Focuses on the design and construction of www home pages (**Create your own HOME PAGE**) and maintenance of web sites in a multi-media platform environment. Teaches current (HTML5) standards and exposes students to the latest enhancements. Covers design concepts, page layout, legal issues, basic client side and server-side security, and commercial use of the Web. You will learn how to use Graphics Software, (Create your own LOGO and Banner for your site.) Use an HTML Editor (Microsoft Expression Web, FTP and much more. Your knowledge from this course will help you **enhance your RESUME!**

##### ART 1120: 2-D Design (CE)

Semester course. **3 UVU Credits, 1 UCAS credit.** Core course for all AVC majors. Introduces the elements and principles of design. Studies two and three dimensional formats as they relate to a series of different design problems. Uses principles such as line, shape, rhythm, contour, value and contrast in creative assignments. (This course can also substitute for a high school art credit.)

##### MECHATRONICS 1010 (CE)

Semester course; **3 UVU Credits; 1 UCAS credit.** . \*Pre-requisite: Principles of Electronics (may also be taken concurrently). This class is a hybrid discipline that utilizes the principles of Computer Science, Electrical Engineering, and Mechanical Engineering to design and produce complex computer controlled electro-mechanical systems.

#### English

##### ENGLISH 9

Full year course. **1 UCAS credit.** This course includes work in reading, writing, speaking, technical writing, and presentations. Students will read literary and informative texts and write several different kinds of papers.

##### ENGLISH 10

Full year course. **1 UCAS credit.** This course includes continues to develop student work in reading, writing, speaking, technical writing, and presentations. Students will read literary and informative

texts and write several different kinds of papers.

#### ENGLISH 11

Full year course. **1 UCAS credit.** Students will continue to develop skills in reading, writing, speaking, technical writing and presentation. Students will study literary texts as well as informative texts and will write several different kinds of papers.

English courses beyond ENGLISH 11 are offered at UVU. Students must pass pre-requisite classes and/or test into the English courses at UVU. Please visit UVU's web-site or course catalog for class descriptions.

#### Finance

##### FIN 1060: PERSONAL FINANCE (CE)

Semester course. **3 UVU credits / 1 UCAS credit.** The General Financial Literacy core is designed to represent those standards of learning that are essential and necessary for all students. The implementation of the ideas, concepts, knowledge, and skills contained in the General Financial Literacy Core will enable students to implement those decision-making skills they must apply and use to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, citizens, and members of a global workforce and society. The General Financial Literacy core will incorporate concepts and skills from mathematics, language arts, social studies, applied technology, character education, and applied service learning.

#### Math

##### SECONDARY MATH 1 HONORS

Full year course. **1 UCAS credit.** Students in Secondary Mathematics I Honors curriculum will deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomenon, and in part by applying linear models to data that exhibit a linear trend. Students will use properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge. In addition, students will have be expected to demonstrate a deeper understanding of models and vectors. Algebraic and geometric ideas are tied together. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations

##### SECONDARY MATH 2 HONORS

Full year course. **1 UCAS credit.** *Pre-requisite – Secondary Math 1.* Students in Secondary Mathematics II will focus on quadratic expressions, equations, and functions, extend the set of rational numbers to the set of complex numbers, link probability and data through conditional probability and counting methods, study similarity and right triangle trigonometry, and study circles with their quadratic algebraic representations.

##### SECONDARY MATH 3 HONORS

Semester course. **1 UCAS credit.** *Pre-requisite – Secondary Math 2.* Students in Secondary Mathematics III will focus on pulling together and applying the accumulation of learning that they have from their previous courses. They will apply methods from probability and statistics, expand their repertoire of functions to include polynomial, rational, and radical functions, they will expand their study of right triangle trigonometry and will bring together all of their experience with functions and geometry to create models and solve contextual problems. (At the end of Secondary Math III students should be on-pace to test into 1050; 1010 is not required.)

##### MATH 1010 (CE): INTERMEDIATE ALGEBRA

Semester Course. **4 UVU credits / 1.25 UCAS credit.** *Prerequisite: One of the following: Secondary Math I, II, III with a C or better.* Expands and covers in more depth basic algebra concepts introduced in Beginning Algebra. Topics of study include linear and quadratic equations and inequalities, polynomials and rational expressions, radical and exponential expressions and equations, complex numbers, systems of linear and nonlinear equations, functions, conic sections, and real world

applications of algebra.

#### MATH 1050 (CE): COLLEGE ALGEBRA

Semester Course. **4 UVU credits / 1.25 UCAS credit.** *Prerequisite: One of the following: Secondary Math I, II, III with a C or better AND Test in, MAT 1010 with a grade of C or better.* Includes inequalities, functions and their graphs, polynomial and rational functions, exponential and logarithmic functions, conic sections, systems of linear and nonlinear equations, matrices and determinants, arithmetic and geometric sequences, mathematical induction, the Binomial Theorem, permutations and combinations, and an introduction to probability.

Math courses beyond Math 1050 are offered at UVU. Students must pass pre-requisite classes and/or test into the appropriate math level. Please visit UVU's web-site or course catalog for class descriptions.

#### Health

##### HEALTH

Semester course. **0.5 UCAS credit.** *This course is required for High School graduation.*

This class is designed to inform students about themselves and their surroundings. It covers hygiene, mental health, circulatory system, first aid (CPR), substance abuse, physical fitness, and other related areas.

#### Physical Education

##### PHYSICAL EDUCATION SKILLS

Semester course. **0.5 UCAS credits.** This class is designed to develop a level of proficiency and expertise in physical education activities.

##### PES 1097: FITNESS FOR LIFE

Semester course. **0.5 UCAS credits. 2 UVU credits.** Taken on UVU campus from a UVU instructor. This class is designed to for **Junior and Senior** students in order to give them information, tools, and skills to aid students in engaging in an active, healthy lifestyle throughout life. Offers the opportunity to learn about exercise program design, physiological adaptations that underlie fitness, and strategies to maintain an active lifestyle across the lifespan. Features access to high quality exercise facilities. Requires participation in exercise 2 days per week outside of the scheduled class activities. Stresses comprehensive principles in health, wellness, physical activity, and fitness assessment.

#### Science

ASTR 1040 (CE). Full Year Course. **1 UCAS credit. 3 UVU credits.** **Freshman students.** Introduces astronomy and cosmology. Provides a physics-based overview of the solar system, the lives and deaths of stars, galaxies, and the evolution of the Universe. Explores the basic principles of physics and light, the tools of astronomy, and interesting concepts such as the Big Bang and black holes. Canvas Course Mats \$60/Pearson applies

##### PHYSICS 1010 (CE)

Full Year Course. **1 UCAS credit. 3 UVU credits.** **Sophomore/Junior students.**

Covers the fundamentals of classical and modern physics. Includes mechanics, fluids, heat, waves and sound, electricity and magnetism, light, optical, relativity, atomic and nuclear physics. Includes lectures, classroom interaction, demonstration and problem solving.

##### BIO 1010 & 1015: GENERAL BIOLOGY (CE)

Full Year course. **4 UVU credits / 1.25 UCAS credit.** **Sophomore/Junior only.** Addresses the history of biological discovery, our current understanding of the science, and inquires about where our

research may lead us. A general education course introducing cellular and molecular biology, genetics, diversity, evolution, and ecology. May be used as prerequisite for some departmental courses.

#### BIO 1610 & 1615: COLLEGE BIOLOGY (CE)

Full Year course. **5 UVU credits / 1.25 UCAS credit. *Junior and Senior Students only.*** Designed to give biology majors a broad exposure to many aspects of the life sciences. Covers topics of biochemistry, energetics, cell structure and function, genetics, and evolution.

Additional science courses beyond those listed are available at UVU after a student passes pre-requisite courses and all high school level sciences. Please visit UVU's web-site or course catalog for class descriptions.

### Social Studies

#### WORLD GEOGRAPHY

Semester course. **0.5 UCAS credit.** *This course is required for High School graduation.* This course covers the five themes of geography. Students will study the various cultures of the world, including the way they live, political and social trends, and advancing technology. They will utilize geographic skills to understand the practical application of geography to everyday life through the use and study of maps.

#### WORLD CIVILIZATIONS

Semester course. **0.5 UCAS credit.** *This course is required for High School graduation.* This course will examine and analyze the commonalities and differences of human experiences in at least six spheres of human activity: social, scientific/ technological, economic, religions/philosophical, geographic, and political. A minimum of three regions, one being Western Europe, will be covered. Attention will be focused on the periods since 1500 AD and the development of the current societies of the world.

#### HIST 1700: AMERICAN CIVILIZATION (CE)

Semester course. **3 UVU credits / 1 UCAS credit.** Stresses movements and developing institutions that are important for an appreciation of American History from the Pre-Colombian period to the present. Discussions include analysis of developing political, economic, and social institutions and their interrelationships with, and impact upon, the geographical features of the land. Includes book reports, oral response, research papers, media presentations and applications to current events.

#### POLS 1100: AMERICAN GOVERNMENT (CE)

Semester course. **3 UVU credits / 1 UCAS credit.** Studies history and structure of American National Government, rights and responsibilities of citizens, political institutions, political processes, and governmental policies.

#### CLSS 1000: STUDENT SUCCESS

Semester course. **3 UVU Credits; 1 UCAS credit.** (***REQUIRED Semester class for ALL Sophomores*** and may also be required for incoming junior students.) Helps students develop a learning system for attaining maximum success in college, in work and in life. Presents effective techniques for dealing with time management, reading, writing, and critical thinking. Covers topics such as memory, note taking, test taking, and relationships. Develops an awareness of campus resources and assists students in exploring and establishing personal, academic, and career goals. Includes lectures, group interaction, exercises, and projects which apply learning to real life situations.

#### CLSS 2100: CAREER AND MAJOR EXPLORATION

Full Year course. **3 UVU Credits: 1 UCAS credit.** (***REQUIRED full-year class for ALL Seniors***)

This class is a year-long course that meets twice a week, two hours each week. Senior students will



be engaged in the process of gaining information on scholarship, college applications, occupations. Classroom time will focus on lecture, individual work, and feedback from the instructor in the selection of majors and careers. Assesses and clarifies interests, skills, values, and personal characteristics. Explores college majors, careers, and the world of work. Integrates the knowledge of self with career options. Teaches decision making skills to help make well-informed career decisions and goals. Develops an action plan for graduation.

## Electives

### COMM1020: PUBLIC SPEAKING (CE)

Semester course. **3 UVU Credits; 1 UCAS credit.** May be used for UVU Humanities credit. Covers speech research, preparation, outlining and delivery. Provides students with practical experience and evaluation.

### YEARBOOK

Full Year course, during advisory. **0.5 UCAS credit.** Students will produce a school yearbook on computer. Students should be self-motivated and willing to work extra hours to meet deadlines and due dates. They will develop and use skills in writing, editing, art, layout, design, photography, and leadership.

### JOURNALISM

Full Year course during advisory. **0.5 UCAS credit.** Students will produce a school newspaper on computer. Students should be self-motivated and willing to work extra hours to meet deadlines and due dates. They will develop and use skills in writing, editing, art, layout, design, photography, and leadership.

### STUDENT GOVERNMENT MGMT 1250 Principles of Leadership (CE)

Full Year course. **3 UVU Credits; 1 UCAS credit.** Overview of principles of leadership. Provides students with information on successful leadership styles. Includes lectures, videos, cases, group activities, and class discussion. This class is taught at noon daily throughout the year. Student Government provides *elected* officials the opportunity to learn how to operate student school government. Students must be elected to an office to participate in the Principles of Leadership course.

### DIRECTED STUDIES

Semester course. **0.5 UCAS credits.** This course is designed to give students extra time and help during school hours to work on homework. Students will receive a pass or fail grade for this course. Counselor/Teacher approval required.

Once Students have completed their high school requirements, they are then able to access courses from both MTCECH and UVU. UCAS encourages students to explore careers in the STEM fields.

MTECH course descriptions can be located at <https://mtec.edu/programs/>

UTAH VALLEY UNIVERSITY course descriptions can be found at <https://www.uvu.edu/catalog/current/>