

# Arizona Online Instruction Program of Instruction Amendment Request

## Charterholder Info

### Charter Holder

**Name:**  
Southern Arizona Community  
Academy, Inc.

**CTDS:**  
10-87-72-000

**Mailing Address:**  
2470 North Tucson Boulevard  
Tucson, AZ 85716

> [View detailed info](#)

### Representative

**Name:**  
Abelardo Cubillas, Jr.

**Phone Number:**  
520-319-6113

**Fax Number:**  
520-319-6115

## Downloads

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## Program of Instruction

### Change From

The operation of a school within the confines of an approved facility at a previously disclosed location.

### Change To

The addition of a probationary online school under A.R.S. §15-808 providing a comprehensive program of instruction for grade levels as approved in the charter and specified on the Cover Page.

### Course Content Areas

High School - Language Arts  
High School - Math  
High School - Science  
High School - Social Studies

## Cover Page

**Name of Proposed AOI School or Program**  
SACA Online

### Proposed Grade Levels of AOI School or Program

9th Grade  
10th Grade  
11th Grade  
12th Grade

**Name of AOI School or Program Administrator**  
Annie Carpenter

**Administrator's Email Address**  
acarpenter@saca eagles.com

**Mailing Address**  
2470 N Tucson Blvd  
Tucson, AZ 85716

**Phone Number**  
(520)319-6113

**Fax Number**  
(520)319-6115

### Physical Location

If participation in the AOI School or Program will require the student to appear physically and on a regular basis to a facility for the purpose of completing AOI coursework, please provide the information specified below for the physical (brick-and-mortar) location.

**Physical Address**


2470 N Tucson Blvd  
Tucson, AZ 85716

Phone Number  
(520)319-6113









Fax Number  
(520)319-6115

Physical Location Approval  
No documents were uploaded.

## Attachments

Section 1 - Introduction –  [Download File](#)

Section 2 - Curriculum Choices


-  [Download File](#) – Explanation: Curriculum Choices
-  [Download File](#) – Mathematics
-  [Download File](#) – Science
-  [Download File](#) – Social Studies
-  [Download File](#) – Language Arts
-  [Download File](#) – Technology
-  [Download File](#) – Other Courses
-  [Download File](#) – Additional Information for select other courses

Section 3 - Educational Delivery Methodologies –  [Download File](#)


Section 4 - Safeguards –  [Download File](#)


Section 5 - Safe Research –  [Download File](#)

Section 6 - Confidentiality –  [Download File](#)

Section 7 - Teacher Selection and Training –  [Download File](#)

Section 8 - Community Partnerships –  [Download File](#)

Section 9 - Disabled Services –  [Download File](#)

Section 10 - Policies and Procedures –  [Download File](#)

Appendix  
No documents were uploaded.

Board Minutes –  [Download File](#)

Additional Information\*  
No documents were uploaded.

## Signature

Charter Representative Signature  
Abelardo Cubillas, Jr. 10/10/2013

**SPECIAL CALLED MEETING OF THE GOVERNING BOARD  
OF  
SOUTHERN ARIZONA COMMUNITY ACADEMY, INC.**

A special meeting was called to order by Abelardo Cubillas, on October 10, 2013 .  
The meeting was called to order at 3:08 PM. Those present were:

Mr. Abelardo Cubillas, Jr., Board Chair  
Mr. Enrique Gonzales  
Mr. Louis Hollingsworth—Participated Via Telephone

Mr. Cubillas informed the board that the annual audit took place during the week of September 16, 2013. An Auditing team from Hansen, Barnett & Maxwell of Salt Lake City, Utah, spent the week with our business managers in Phoenix. They conducted the building audit on Thursday, September 19, 2013. A copy of the preliminary report should be ready by next week.

The date for parent conferences was moved from October 17, to October 29, 2013. The main reason for the change was to allow teachers more time to focus on AIMS preparation. Mr. Cubillas stated that after the test, people will hopefully be more relaxed. Teachers will encourage students to accompany their parents to come and meet the staff and ask questions regarding academic progress in all classes.

Mrs. Annie Carpenter, gave the dates for the fall 2013 AIMS High School test as follows:

Writing – Tuesday, October 22, 2012

Reading – Wednesday, October 23, 2012

Mathematics – Thursday, October 24, 2012

All the tests begin a 9:00am. As usual, we have several students that will be re-testing with the majority being new students to SACA. All students have the opportunity to take AIMS preparation courses.

Mr. Cubillas reported that after consulting with the business managers, it was decided to re-bid the health insurance policy. He stated that the three oldest employees which are usually the most expensive, are no longer on the policy. Two are on Medicare and the other retired early and is being covered by his wife's insurance. He said that the present insurance carrier, United Health Care, refuses to make the adjustment for next year.

Mrs. Carpenter informed the Board that The Arizona Department of Education is piloting a program that would allow commodities to be delivered directly to the caterer. In the past all US foods would have to be delivered to the school and then transferred to the caterer. The Pima County Health Department has a problem with this method of delivery because there is always food included in the deliveries that needs to be refrigerated immediately. The schools appealed to the State Department and the State Department agreed to change the deliveries to the caterer

as long as there is a school representative present to accept the delivery. SACA is the only charter school in Tucson participating in the pilot program. Mrs. Carpenter or Mr. Cubillas will be present at the caterer when deliveries are made.

Finding a special education teacher has been a difficult task, reported Mr. Cubillas. Several applicants have been offered the position, but either they had already accepted another position or they decided to do something other than teaching. Other applicants were not compatible with SACA and its philosophy. Apparently there is a shortage of special education teachers. However, this shortage has prompted retired teachers to enter the job market again. Maybe soon we can find someone with experience and with enough energy.

Mr. Cubillas reviewed the Annual Financial Report for the 2013 school year with the Board.

After full and complete discussion on a motion made and seconded it was unanimously

**RESOLVED, that Southern Arizona Community Academy  
Certify the Annual Financial Report for the 2012-2013 School Year.**

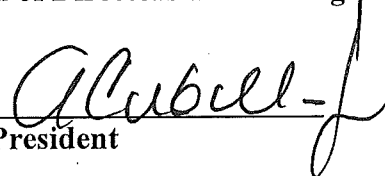
Mrs. Annie Carpenter gave a thorough presentation on the application for SACA Online (AOI) instruction. The Board was satisfied with the answers to their questions and was very optimistic about the success of the program.

After full and complete discussion on a motion made and seconded it was unanimously

**RESOLVED, that Southern Arizona Community Academy  
Submit an application to add an Online (AOI) school.**

There were no comments made during Call to the Public.

There being no further business to come before the Board of Directors the meeting was adjourned at 4:35 PM.

  
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President

\_\_\_\_\_  
MINUTES APPROVED

## Introduction

### Need Analysis:

According to “The Silent Epidemic: Perspectives of High School Dropouts” a report by Civic Enterprises in association with Peter D. Hart Research Associates for the Bill & Melinda Gates Foundation, “There is a high school dropout epidemic in America. Each year, almost one third of all public high school students – and nearly one half of all blacks, Hispanics and Native Americans – fail to graduate from public high school with their class. Many of these students abandon school with less than two years to complete their high school education.” Although there is no one reason that students drop out of high school the study categorizes the top five reasons dropouts identified as major factors for leaving school:

- 1) Classes were not interesting (47%)
- 2) Missed too many days and could not catch up (43%)
- 3) Spent time with people who were not interested in school (42%)
- 4) Had too much freedom and not enough rules in my life (38%)
- 5) Was failing in school (35%)

Furthermore, life events were reported to be in the way of schooling:

- 32% left to get a job
- 26% became a parent
- 22% had to help their family

The top three reasons dropouts believe the following would improve student’s chances of staying in school:

- Real-world learning
- Better teachers who keep classes interesting
- Individualized instruction

The mission and goals of Southern Arizona Community Academy are to academically prepare students to achieve personal goals and meet the requirements of the Arizona State Board of Education as well as to become lifelong learners by providing an alternative setting that includes a one-on-one personalized learning program which fosters critical thinking skills, social responsibility, and ownership of success.

AOI is a stretching of the continuum within the mission of Southern Arizona Community Academy by providing even more flexibility and enhanced one-to-one communication between students and instructors.

The student demographics would reflect the demographics of selected municipalities and communities in the state of Arizona. These students will benefit from the AOI program. Students would have individualized, engaging curriculum from a delivery system that is flexible enough to work around life events. Not only will the opportunity allow each student to better his/her living situation, it would also help each student become a productive member of society.

### Educational Philosophy:

Southern Arizona Community Academy is determined to provide a rigorous academic program that meets the individual needs of each student in each content discipline. Students are offered a flexible schedule in order to provide individualized instruction for each student. Students work one-on-one with each of the instructors through self-pacing study guides and level appropriate textbooks. Each course requires mastery learning (minimum of 80% on content quizzes, exams, projects, papers, etc.) in order to proceed through the curriculum. Embedded within the coursework of the majority of courses are Critical Thinking opportunities developed by the instructors. The development of all curricula is designed to:

- foster higher level thinking
- foster critical and creative thinking, and problem solving
- align with Arizona State Standards based on Common Core State Standards, and track student progress in meeting those standards
- allow for instructors to differentiate curriculum as necessary to meet individual student needs
- provide opportunities for relevant fieldwork and fine arts experiences

Instructor interactions with students promote the establishment of trusting and caring relationships. The instructors serve as mentors by holding high expectations for students; encouraging student-owned responsibility, integrity, and achievement; and serving as positive role models.

Students are provided opportunities for involvement in:

- Microsoft Information Technology Academy with instruction and testing available for Microsoft Office Specialist Certification in Microsoft Word, Excel, PowerPoint, Access, and Outlook. Also available are Microsoft Technology Associate Certifications in Windows Operating Systems Fundamentals, Windows Server Administration Fundamentals, Networking Fundamentals, Security Fundamentals, Database Fundamentals, Software Development Fundamentals, Windows Development Fundamentals, Web Development Fundamentals, .NET Fundamentals, Mobile Development Fundamentals, Gaming Development Fundamentals, HTML5 App Development Fundamentals, and Software Testing Fundamentals.

- Dual college enrollment for students through a community college with the tuition and cost of books provided by the Academy. To be eligible, students must exhibit evidence of personal responsibility and academic maturity.
- Academic acceleration and appropriate level placement based on pre-assessments
- Personalized Education Plan development to explore educational opportunities and guide students in creating a personal plan for high school, and future career and post high school educational choices. Student process/progress collected/stored via the creation of electronic portfolios.
- Interscholastic academic challenges such as Chess club/Team, Odyssey of the Mind, Future Problem Solving, Community Problem Solving, Arizona Stock Market Simulation, and American Scholastic Mathematics Association (ASMA) Math Competition
- Athletic and fitness programs in coordination with local athletic facilities and the Southern Arizona Athletic Association

#### Summary of Instructional Program:

When a student is assigned a course, the student is given a list of assignments and objectives. However, this list is just a starting point for instructors – curriculum will be modified and targeted to each student’s individual needs. Students work through lessons, projects, essays, etc. Students may take initial assessments, which allows instructors to identify student strengths and weaknesses; instructors then target curriculum to meet the individual student’s needs. The direct instruction approach to mastery uses study guides, quizzes, mastery tests, and essays. Courses may include instructional videos, virtual labs, virtual field trips, virtual manipulatives, non-computer based activities, etc.

Non-core courses offered include, but are not limited to: Spanish 1, Spanish 2, Anthropology, Art Appreciation, Career Essentials, Health, Music Appreciation, Literature & Religion, Lifetime Fitness, Personal Finance, Psychology, Sociology, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Microsoft Access, Microsoft Outlook, Windows Operating Systems Fundamentals, Windows Server Administration Fundamentals, Networking Fundamentals, Security Fundamentals, Database Fundamentals, Software Development Fundamentals, Windows Development Fundamentals, Web Development Fundamentals, .NET Fundamentals, Mobile Development Fundamentals, Gaming Development Fundamentals, HTML5 App Development Fundamentals, and Software Testing Fundamentals.

#### Implementation:

Currently, all students are in full-time attendance at SACA. The AOI Program will create two additional options for SACA students:

- 1) Half and Half attendance at SACA – students spend half of their required hours at SACA and the other half time online
- 2) Online Only – students are not required to be physically at SACA. However, students still can come to SACA for help, computer use, etc.

Many students drop out of high school because he/she must work during school hours. These students are ideal candidates for the Half and Half or Online Only programs.

Governance and Leadership:

The AOI will be supported by Southern Arizona Community Academy and its administration, faculty, and staff. Southern Arizona Community Academy's Director and Governing Board will oversee the AOI School. A national accounting firm, CBIZ, provides accounting services to the school.

Abelardo Cubillas, Jr. has forty-two years in public education as a Teacher, Department Head, Dean of Students, Assistant Principal for Curriculum Instruction, Principal, and Charter School Director. He adapted a middle school program with an Academy of Technology, forming a partnership with Gateway Community College in Phoenix. He has twenty-six years of experience in the financial operation and management of schools, five years of experience in the financial operation and management of a multi-million dollar real estate development firm, twenty-two years operating and managing of a small business, six years of experience writing and managing grants, and twenty-four years of experience in budget management. The largest budget he managed was approximately \$24 million. Abelardo Cubillas, Jr. will oversee overall management of the program.

Annie Carpenter graduated summa cum laude and with honors from the University of Arizona with a Bachelor of Science degree in Engineering Mathematics and minors in Computer Science and Systems Reliability Engineering. While attending college, she interned with the Department of Energy's Energy Research Undergraduate Laboratory Fellowship (ERULF) program at Princeton Plasma Physics Laboratory and as a Database Management Specialist at TriHydro Corporation, an engineering firm in Laramie, Wyoming. For the past eleven years, one of her many roles at Southern Arizona Community Academy is network administrator. She plans, implements, and maintains technology needs, which includes a network of over 80 computers. In 2006, she became certified as Microsoft Master Instructor in order to bring the Microsoft IT Academy program to Southern Arizona Community Academy. Since then she has become Microsoft Certified Application Specialist Instructor and currently holds 16 Microsoft Certifications. Mrs. Carpenter also has experience in video production and editing. Under her supervision, students prepared, edited, and produced digital yearbooks. Graduation and other ceremonies continue to be video-taped and edited, resulting in quality productions.

Since 2002, Mrs. Carpenter has also been teaching all levels of high school mathematics, technology, and physics; developing curriculum; and developing computer and online courses. She has been recognized many times for her leadership in guiding Southern Arizona Community Academy towards continuous improvement. Annie Carpenter will oversee running the AOI Program.

Accessibility:

Students attending AOI need an internet-connected device that is flash-enabled. Students may connect via desktop, laptop, tablet, modern gaming system, or smartphone. Some lessons will



require Adobe Reader to be installed. The minimum Internet bandwidth requirement is 50 kilobits per second (56K dial-up modem as invented in 1990 is adequate).

Enrollment:

Prior to enrolling in the AOI, the parent/legal guardian of the student must complete the Arizona Department of Education Arizona Documentation Form, and submit the required support.

If a pupil is enrolled in a school district or charter school and also participates in Arizona online instruction, the sum of the average daily membership shall not exceed 1.0. The apportionment shall be based on the percentage of total time that the student is enrolled in or in attendance at the school district and Arizona online instruction or the charter school and Arizona online instruction.