

Distance Learning Plan Template for Charter Schools

On June 24, 2020, Governor Ducey issued Executive Order 2020-41 *Prioritizing Kids and Schools During COVID-19* regarding the reopening of schools for school year 2020-2021. As part of the Executive Order, all public schools may submit a Distance Learning Plan (DLP) to receive the flexibility to offer distance learning options for students without an approved Arizona Online Instruction (AOI) program for the 2020-2021 school year. Charter schools are required to submit a DLP to the Arizona State Board for Charter Schools (ASBCS) prior to implementing distance learning. Charter schools may begin operating their DLP upon submission of the plan to ASBCS.

Charters may make revisions to improve their DLP at any time, but must submit those changes to the ASBCS within 10 business days of any substantive revision. Charters should contact their assigned Education Program Manager at the ASBCS to revise their DLP.

Instructions

A charter holder that wishes to provide distance learning under Executive Order 2020-41 must create a DLP using this template, provided by the ASBCS. Charter holders not utilizing the appropriate template will be required to revise and resubmit their plans. The template is a Word document that must be completed in its entirety and uploaded to a Google Drive, as specified in communications from ASBCS and each charter holder's assigned Education Program Manager.

In the sections found on pages 3-5, a charter holder will populate background information regarding charter holder and school information, including basic information about each charter holder's overall plan and intended number of instructional days.

Most areas of the DLP will be completed by breaking processes into discreet, sequential action steps that answer the questions of what, who, when, and how. The action steps require the charter holder to name the action, indicate who is responsible for the action, provide the frequency and/or timing of the action, and identify what evidence will exist to show that the step has been/is being completed. Areas should include multiple action steps in order to demonstrate that the charter holder has a "detailed plan" to "provide substantive distance learning", as required by the Executive Order. An example of a set of action steps for an area is below:

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full Professional Development Calendar that includes training on Virtual Instruction. 2. Provide pre-service training to staff on <u>Edgenuity</u>, Core Knowledge, Singapore Math, and required state training 3. Schedule and implement weekly virtual meetings with all staff to problem solve stakeholder struggles with virtual model 4. Provide virtual coaching to all virtual staff members when difficulties arise (through "classroom observations" or by staff request).	1. Dean of Academics 2. Administrative Team (Head of School, Dean of Academics, Instructional Coaches) 3. Dean of Academics and Virtual Instructors 4. Instructional Coaches	1. Early July 2. Last week of July 3. Weekly 4. Weekly (as needed)	1. Professional Development Calendar 2. Training Agendas, Sign in Sheets, and Presentations 3. Meeting Notes 4. Coaching Logs

The example above is not intended to demonstrate that these are specific action steps a charter should use, nor that this is the best or most appropriate number of action steps. Rather, it is provided as guidance to show the manner in which the template is to be completed.

Other areas of the template will require the charter holder to check boxes to indicate specific tasks, strategies, or resources to be used for different stakeholders included in the distance learning process.

Charter Holder Information

Charter Holder Name	Desert Rose Academy, Inc.	Charter Holder Entity ID	79441
Representative authorized to submit the plan (This is the individual that will be contacted with questions about the plan)		Dr. Kelly Hurtado	
Representative Telephone Number		520-797-4884	
Representative E-Mail Address		drhurtado@rosemanagement.com	

School Information

**In the chart, list the schools this plan applies to. Add rows as needed to account for all schools.*

School Name	Entity ID	CTDS
Desert Rose Academy	79442	10-87-87-201

Distance Learning Background Information

a. Number of Instructional Days (3.b)

Each charter school shall operate for the required 180 days of instruction pursuant to Executive Order 2020-41 (3.b). An exception to this requirement may be granted by the ASBCS, if the school intended to switch to a different schedule for the 2020-2021 school year. If ASBCS previously approved the school to operate on a calendar that was not 180 days, but met the number of hours equal to 180 days of instruction, this provision is still met, and no action is required.

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If the school intended to switch to a different schedule for the 2020-2021 school year, but has not yet been approved by the ASBCS, please contact your Education Program Manager.

Please note, pursuant to Executive Order 2020-44 the Arizona Department of Education (ADE) shall conduct an analysis of the need to waive the number of school days that schools are required to provide schooling and the impact of such a waiver by August 31, 2020.

How many instructional days will the charter school operate for School Year 2020-2021?	144
How many instructional days did the charter school operate for School Year 2019-2020?	144

b. Distance Learning Option (3.b)

Estimated Enrollment for FY 2021	208	Start Date for Distance Learning	August 6, 2020
Estimated Number of Students Participating in Distance Learning for the Full Year	53	Estimated Number of Students Participating in Distance Learning for a Portion of the Year	208
Please choose the option that indicates your proposed duration/plan for distance learning:	☐ 1. We intend to operate distance learning for the full year for all students. ☐ 2. We intend to operate distance learning until _____ for all students. ☐ 3. We intend to operate distance learning only until the Governor allows schools to fully reopen. ☐ 4. We intend to operate distance learning and use a hybrid approach once the Governor allows schools to fully reopen. Hybrid includes distance learning with students learning in the classroom on some days, and from home on other days (i.e. half of the students attend Mon/Wed and half of the students Tues/Thurs, half of the students come each week, etc.). ☒ 5. Other (Please explain below)		
	If you chose option 4 or 5 above, please provide a brief narrative explaining the details of the plan you will use:		

We intend to operate distance learning and/or packet work until the Governor allows schools to fully reopen along with guidance from county health officials. At the time the Governor allows schools to fully reopen and county health officials have advised it is safe to resume in-person learning we will offer students and families the option to continue to participate in distance learning or attend in-person for the remainder of the school year.

Is the charter requiring students to do distance learning?	No
If students are required to do distance learning, is the charter school providing a physical location for students to go during the same hours of the day AND the same days throughout the week as it did in the FY2020 school year prior to the school closure?	Yes

**In the case of a statewide closure or delay of in-person instruction, the requirement to provide a physical location available for students is waived under the Executive Order 2020-41 until the State permits in-person instruction. If due to a COVID-19 outbreak and pursuant to A.R.S. § 36-787, the Arizona Department of Health Services directs a school to close temporarily in order to appropriately sanitize the facility, the requirement to provide a physical location available for students is waived.*

Attendance Tracking (1.a.i, 1.i)

- a. Describe how the charter school will track attendance for students attending remotely, whether full time or intermittently.

The description must include the specific measures that will be used to determine whether a student participating in DL will be reported as present or absent on days when instruction does not take place in person. Attendance tracking may include methods such as:

- Communication with their teachers via telephone, ZOOM, MS Teams, or other digital meeting software.
- Student participation in a virtual meeting or classroom session (ZOOM, MS TEAMS, Google Meets, etc.)
- Daily assignments completed and submitted by the student.
- A parent attestation of documentation of time spent on educational activities.

The charter holder is advised that the ADE will continue to issue guidance on the topic of attendance, and should closely monitor updated information related to these expectations. Current guidance can be found here: <https://www.azed.gov/finance/school-finance-guidance-for-covid-19/>

If the Charter Holder currently operates an approved AOI, it must follow the AOI attendance requirements outlined by ADE and A.R.S. §15-808 for students enrolled in the AOI.

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Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
- All students will be categorized as online distance learning and will be monitored for attendance until in-person attendance resumes. - Students will begin attending one of the following learning options: - In-person attendance with limited seating capacity during regular session times. - Online distance learning - Packet work (as approved by Administrators) - Students will be categorized by the following learning options in SchoolMaster-Programs View: - In-person: specified session time - Online distance learning - Packet work - Students will be counted in attendance if one of the following is met each day: <u>Distance Online Learning</u> - Communication with a teacher or school staff via telephone, MS Teams or Odysseyware. - Documented daily by Teacher/School Staff on roster - Daily OW Login Report - Student participated in virtual instruction via MS Teams or Odysseyware. - Daily OW Login Report - Documented daily by Teacher/School Staff on roster - Assignments have been completed.	- Principal, Asst. Principal, School Clerks - Principal, Asst. Principal, School Clerks - Principal, Asst. Principal, School Clerks - Principal, Asst. Principal, School Clerks, IA, Teachers	- August 6-14, 2020 - Beginning August 17, 2020 (or TBD) - Prior to August 6th, ongoing as needed	- SchoolMaster Report - SchoolMaster Report - SchoolMaster Report - SchoolMaster Report

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a. Daily OW Assignment Completion Report 4. A parental attestation or documentation of time spent on educational activities assigned by the school. a. Parent/student confirms via email student's progress 5. The student has made enough progress to account for the day. 6. By the end of the week, attendance will be adjusted based on progress the student made. <u>Packet Learning:</u> 1. Communication with a teacher or school staff via telephone. a. Documented daily by Teacher/School Staff on roster 2. Assignments have been completed. a. Daily OW Assignment Completion Report 3. A parental attestation or documentation of time spent on educational activities assigned by the school. a. Student submits completed packet work for grading in exchange for next packet work sequence in course. b. Parent/student confirms via email student's progress 4. The student has made enough progress to account for four days of work. a. Student submits completed packet work for grading in exchange for next packet work sequence in course.			
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b. Describe the efforts the charter school will make to ensure all enrolled students are contacted and in communication on a regular basis.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Send course messages to students in Odysseyware. 2. Keep parents informed and provide regular updates to support student progress in coursework. 3. Contact students who have not made adequate progress, refer students for administrator intervention. 4. Contact students identified by teachers needing course progress interventions. 5. Hold MS Teams course meetings per instructional schedule.	1. Teachers 2. Principal 3. Teachers 4. Principal, Assistant Principal & Front Desk Clerks 5. Teachers	1. Daily 2. Weekly 3. Daily 4. Weekly 5. Daily	1. Copies of Odysseyware messages 2. School Messenger Communications 3. Student activities log 4. Student contact log 5. Instructional Schedule

Teacher and Staff Expectations and Support (1.a.ii)

a. Describe expectations of teachers and other staff working virtually.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Provide school staff instructional schedule outlining schedule and routines expected. 2. Monitor student online engagement and teacher activities by: • Run daily student grading report to oversee grading and curriculum management. • Phone calls, emails, Odysseyware messages to students who have not accessed their coursework online. • Review teacher list of students needing intervention and	1. Principal 2. Principal and Assistant Principal 3. Principal and Assistant Principal 4. Teachers 5. Teachers 6. Teachers 7. Teachers	1. Prior to August 6th, 2020 Update as needed to address changes 2. Daily 3. As Needed 4. Daily 5. Twice Daily 6. Daily 7. Daily	1. Instructional Schedule 2. Student detailed grading report; intervention documentation; copies of messages/emails or contact logs 3. Copies of messages/emails or contact logs 4. Packet Work Tracker 5. Odysseyware teacher report indicates no curriculum management items for teacher to resolve. 6. Emails

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contact students to engage them. 3. Advise students/parents on strategies for completing coursework. 4. Coordinate instructional materials for students who cannot access online coursework. 5. Resolve all curriculum management issues for students. 6. Email principal twice a day. Once at the beginning of the school day and once at the end of the school day to communicate priorities, any tactical items needing resolution to implement the online learning program, and students requiring administrator follow up. 7. Monitor student online engagement by: • Reach out to students who have not made any progress; • Respond to student emails/questions in a timely manner (within the day) • Check email frequently • Check the Detailed Student Grading report in Odysseyware			7. Student detailed grading report; intervention documentation; copies of messages/emails or contact logs
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b. Describe commitments on delivery of employee support services including but not limited to:

- *Human resource policies and support for employees; and*
- *Regular communication from the administration.*

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Update policy manual to include COVID-19 specific policies and procedures 2. Present policy updates to all staff	1. HR Manager 2. HR Manager 3. HR Manager	1. Prior to August 3, 2020, updated as necessary 2. During Fall Preservice 3. Weekly on Thursdays	1. Policy Manual 2. Presentation materials and agenda 3. Outlook meeting notices

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3. Hold MS Teams meeting for all supervisors to provide guidance on COVID-19 policy and procedure implementation			
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c. Describe how professional development will be provided to employees.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop full professional development calendar that includes training on online instruction. 2. Provide training to all staff members on MS Teams, OW and Virtual Learning 3. Prepare professional development materials for new teacher orientation that include distance learning topics 4. Instructional schedule includes daily Monday-Thursday professional development times to be conducted either in-person or MS Teams.	1. Superintendent, Asst. Superintendent of School Programs, Coordinator of Curriculum & Instruction 2. Asst. Superintendent of School Programs, Coordinator of Curriculum & Instruction, Principal 3. Superintendent, Asst. Superintendent of School Programs, Coordinator of Curriculum & Instruction 4. Principal	1. Prior to August 3, 2020 2. During Fall Preservice 3. July 30 – 31, 2020 4. Daily	1. PD Calendar 2. Training Agenda, participant signatures, training materials 3. Agenda, materials, completed/signed Prep checklists 4. Instructional schedule, meeting agendas

List Specific Professional Development Topics That Will Be Covered

Implementation of MS Teams
 Odysseyware implementation and management
 Student Interventions
 Student Engagement
 New Teacher on-going development
 Social-Emotional

Connectivity (1.a.iii)

Check the boxes below to indicate which was/will be used to ensure each student, teacher, and staff member has access to a device and internet connectivity if the plan relies on online learning.

	Students	Teachers	Staff
What was Used to Establish Need?			
Questionnaire	✓	✓	✓
Personal Contact and Discussion	✓	✓	✓
Needs Assessment-Available data			
Other:			
What will be Used to Respond to Need?			
Loaner Device (laptop/tablet)	✓	✓	✓
WIFI Hot Spot			
Supplemental Utility Support (Internet)			
Other:			
When will stakeholders have access to IT Support Availability?			
Traditional School Hours	✓	✓	✓
Extended Weekday Hours			
24/7 Support			
Other:			

Instructional Methods and Monitoring Learning (1.a.iii)

- a. In the tables below, **list** the methods that will be used to deliver instruction (i.e. Direct Instruction via Zoom, Independent Study, Project Based Learning via a menu of options), the content provider or program to be used (i.e. Edgenuity, Journeys, Saxon Math), and the Formative and Summative Assessment Strategies to be used, as well as the frequency of those assessments.

Instructional Methods, Content Delivery, and Monitoring Student Learning (Math)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				

4-6				
7-8				
9-12	<i>Direct instruction via MS Teams</i>	<i>Odysseyware</i>	<i>Contained in Odysseyware throughout the course(s)</i>	<i>Contained in Odysseyware course(s) at the end of each unit</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (ELA)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<i>Direct instruction via MS Teams</i>	<i>Odysseyware</i>	<i>Contained in Odysseyware throughout the course(s)</i>	<i>Contained in Odysseyware course(s) at the end of each unit</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Science)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>
<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<i>Direct instruction via MS Teams</i>	<i>Odysseyware</i>	<i>Contained in Odysseyware throughout the course(s)</i>	<i>Contained in Odysseyware course(s) at the end of each unit</i>

Instructional Methods, Content Delivery, and Monitoring Student Learning (Other Content Areas)				
	<i>Educational Delivery Methodologies</i>	<i>Content Provider/Program Used</i>	<i>Formative Assessment Strategies and Frequency</i>	<i>Summative Assessment Strategies and Frequency</i>

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<i>Kindergarten</i>				
<i>1-3</i>				
<i>4-6</i>				
<i>7-8</i>				
<i>9-12</i>	<i>Direct instruction via MS Teams</i>	<i>Odysseyware</i>	<i>Contained in Odysseyware throughout the course(s)</i>	<i>Contained in Odysseyware course(s) at the end of each unit</i>

Optional: Describe how the school will provide substantive distance learning (use if the school wishes to provide information in addition to the tables above)

Meeting the Needs of Students with Disabilities and English learners (1.a.iv)

In addition to action steps articulated in this document, all state/federal laws and IDEA assurances provided annually to the Department remain applicable and in effect.

a. Describe how the charter school will ensure access and meet the needs of students with disabilities.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Survey all special education students to determine level of accessibility to online learning and instruction 2. Provide Special Education students who have no at-home online access to curriculum or instruction opportunities to meet with instructional staff in-person at school in a socially distanced learning environment 3. Provide instructional consultation with general education teachers about specially designed instructional	1. SPED Manager 2. School staff 3. SPED Manager, SPED Teacher 4. General education teachers 5. Principal	1. July 2. Daily, As needed 3. Weekly, As needed 4. Daily, As needed 5. Weekly, As needed	1. Survey and data results 2. Contact logs, attendance data 3. Intervention Forms 4. Intervention forms 5. Meeting agendas, training materials, signatures showing attendance

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interventions and accommodations – and how to provide in an online learning environment 4. Provide services and accommodations via online video platform, phone, email, or in-course messaging 5. Provide ongoing professional development to instructional staff online training method for staff PD			
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Process for Implementing Action Step

1. Shared documentation forms and system accessible to all stakeholders planned, designed, and implemented for SY 20-21. Training will be provided to instructional staff during pre-service and supported by weekly or as-needed professional development meetings and individual coaching provided by SPED Manager, Teacher, and Principal. 2. Instructional staff will monitor student performance and engagement daily via online curriculum; instructional staff will follow instructional schedule for group classes offered online and individual instruction online as well. 3. School staff will use results of survey and coordinate with SPED Manager contacting 4. Instructional staff implement a prescribed instructional schedule; instructional staff plan instructional interventions using standard forms; instructional staff report needed additional interventions using standard forms 5. Principal, in collaboration with SPED Manager and Office of the Superintendent, will plan and schedule ongoing professional development as part of the school day weekly or as needed.
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b. Describe how the charter school will ensure access and meet the needs of English learners

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
1. Develop a professional development calendar that includes training on English Language Learner instruction that includes ELL instruction in an online environment 2. Provide ELL students who have no at-home online access to curriculum or instruction opportunities to meet with instructional staff in-person at school in a socially distanced learning environment 3. Provide training to instructional staff on SY20-21 on how Rose Academies will implement the selected SEI Model and in an online environment	1. Superintendent, Assistant Superintendents, Coordinator of Curriculum and Instruction, Principal 2. School staff 3. Principal 4. Principal 5. Principal	1. Last week of July 2. Daily / As needed 3. Pre-Service, As needed 4. Weekly / As needed 5. Weekly / As needed	1. Professional Development Calendar 2. Contact Logs, attendance data 3. Training Agendas, Sign-in Sheets, Presentation materials 4. Meeting notes, Coaching logs 5. Meeting notes, Coaching logs

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4. Schedule and implement periodic online meetings with all staff to problem solve struggles with ELL support in the online learning environment			
5. Provide coaching support to specific staff members who need on effective ELL instruction in an online environment			

Process for Implementing Action Step

1. Superintendent convenes and leads team to develop digital learning plan using plan form provided by ADE
2. Principal will schedule training during August preservice to overview ELL implementation plan with instructional staff, including ELL quarterly instructional minutes plan and method for tracking student interventions in an online environment
3. Principal will schedule weekly meeting routine in school's instructional schedule for in person or online meetings with instructional staff team starting in August; ELL instructional issues in the online learning environment will be an ongoing and planned agenda topic
4. Principal will prioritize instructional staff to support in effective ELL instruction in a digital environment based on observations, other data, or by request

Social and Emotional Learning Support for Students (1.a.v)

Check the boxes below to indicate which will be provided to students to support social emotional learning and how counseling services will be provided for each grade band.

		Kinder	1-3	4-5	6-8	9-12
Social Emotional Learning	Teacher Check-in					✓
	Packet of Social and Emotional Topics					
	Online Social Emotional videos					
	Parent Training					✓
	Other: Teacher Training					✓

		Kinder	1-3	4-5	6-8	9-12
Counseling Services	In-Person					✓
	Phone					✓
	Webcast					✓
	Email/IM					
	Other:					

Provide a description of how the charter school will provide social and emotional learning support to students using the methods identified in the above charts.

Action Step	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
- Maintain schedule of counseling for students who receive counseling - Provide counselor with online-video access - Provide on-site access to video conferencing technology for students at home with no online access to internet - Each student is assigned an Academic Coach (teacher) who will check-in weekly on student progress, well-being, and provide resources to students if necessary. - Post resources for families on website. Provide individual consult to families needing resources. - School Team participates in the ADE Professional Development opportunities; School Team discusses and decides on implementation activities	- School staff, SPED department staff - School staff - School staff - Academic Coach - Principal - Principal	- Weekly, As needed - Weekly, As needed - Weekly, As needed - Weekly - Prior to August 6th and updated as necessary - August 5th, 2020	- Schedule, Contact Logs - Onboarding form, appointment verifications - Contact Logs, Attendance records - Academic Coach Rosters, contact logs - Website - Documentation of participation; Team agenda discussing implications of training

Demonstrating Mastery of Academic Content (1.a.vi)

Describe how the charter school will require students to demonstrate ongoing competency or mastery in grade level or advanced grade level content.

Action Step(s)	Person(s) Responsible	Frequency and/or Timing	Evidence of Implementation
- The Odysseyware instructional approach contains: - Learning outcomes are defined by standards-aligned - learning objectives	- Coordinator of Curriculum & Instruction - Coordinator of Curriculum & Instruction - Coordinator of Curriculum & Instruction	- June 1, 2020 - By July 29, 2020, update as necessary - July 15, 2020	- Odysseyware Curriculum - Curriculum Implementation Guide for Online Learning - Odysseyware school management setting

- Lessons are divided into small learning units each with clearly defined objectives - Each unit includes formative and summative assessments that measure the student's entry level knowledge and developing progress - Students receive immediate feedback to act as reinforcement and motivation			
2. Update the curriculum and implementation guide for online learning.			
3. Update the school management settings in Odysseyware: test pass thresholds; maximum number of attempts on lessons and assessments; blocked progress feature for lessons and assessments; default grade weighting for all assignments.			

Benchmark Assessments (1.a.vii)

In the tables below, **list** the assessments that will be used for benchmarking in grades K-12 (i.e. NWEA MAP, Galileo, Fountas and Pinnell BAS, etc.), the manner in which the assessment will be given, and the proposed date(s) the assessment(s) will be given.

Benchmark Assessments (Math)			
	Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)	Plan for Assessment (online, in person, at testing center, etc.)	Proposed date(s) of assessments
Kindergarten			
1-3			
4-6			
7-8			
9-12	Odysseyware ACT Mathematics Practice Test	Online and in-person when allowed	1 st Benchmark: August 24-28, 2020 2 nd Benchmark: January 18-22, 2021

			<i>3rd Benchmark: April 5th-April 30th, 2021</i>
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Benchmark Assessments (ELA)			
	<i>Assessment(s) to be used (Name of Assessment and/or Assessment Provider/Creator)</i>	<i>Plan for Assessment (online, in person, at testing center, etc.)</i>	<i>Proposed date(s) of assessments</i>
<i>Kindergarten</i>			
<i>1-3</i>			
<i>4-6</i>			
<i>7-8</i>			
<i>9-12</i>	<i>Odysseyware ACT Reading and Writing</i>	<i>Online and in-person when allowed</i>	<i>1st Benchmark: August 24-28, 2020 2nd Benchmark: January 18-22, 2021 3rd Benchmark: April 5th-April 30th, 2021</i>

Optional: Describe how the school will administer benchmark assessments (use if the school wishes to provide information in addition to the table above)

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Additional Information (Optional)

The charter school may use this space to add any additional information it believes is key to the plan it has laid out in this document, or to highlight its efforts to provide a quality Distance Learning Plan to its students.

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Desert Rose Academy's in-person learning approach is a blended learning model in which teachers work with students individually, in small groups, and one-on-one with our software-driven curriculum, Odysseyware. Odysseyware is a single platform curriculum software for all courses across content areas. Many of the same expectations and school settings we use for our in-person learning approach are similar for an online or distance learning model. The only difference being that in our online or distance learning model the teachers utilize MS Teams to work with students individually, in small groups, and one-on one.