

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Alpha: Blanca Alvarado School	Alpha: Blanca Alvarado	Jin Yun Principal	jyun@alphapublicschools.org (408) 300-8926

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 5, 2025 and adopted by Alpha: Blanca Alvarado on June 18, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Alpha: Blanca Alvarado will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Alpha Public Schools has a variety of ways we have established two-way communication with pupils and their families. Alpha will support staff, student, and their families access to information through emergency alerts via text and emails, automated phone calls and texts, communication platforms (e.g. Konstella), district website updates, social media, flyers, and/or local media postings in multiple languages.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

Alpha Public Schools is able to use the communication methods described above in unforeseen events, given these are cloud-based communication platforms that can be accessed via mobile or remote devices. However, Alpha Public Schools also has structures (homeroom/advisories) to utilize direct calls/phone trees if other methods are not available.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Students with special needs will be supported by their homeroom teacher or advisor, as well as through other members of the school team, which include (but are not limited to): Learning specialists (ELD, Math, Education/SPED, and/or ELA), academic interventionists, paraprofessionals, school counselors, and other resource team members. The entire team collaborates to ensure all students receive the academic and social/emotional support they need.

The school team ensures it builds an understanding of each student's needs prior to and at the start of the school year. There are opportunities (orientation, individual meetings) to establish home/school relationships and to gain a good understanding of the student's context (e.g. technology needs, strengths/challenges/supports needed).

In executing plans, the school will organize additional ways for connection (webinars, office hours, conferences). For English Learners, students will continue to be provided the designated and integrated supports from the team. Students with IEP's will be supported as outlined in their IEP by the Sped team. Alpha leadership and counselors will work to provide guidance to families/students around mental health and social emotional supports. Resources will continue to be updated on the website, as well as shared directly via communication platforms and workshops and/or cafecitos that occur during the year.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Alpha: Blanca Alvarado will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Alpha: Blanca Alvarado remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

- Alpha ensures that all students are able to have the devices (chromebooks/ipads) to a 1:1 ratio, with access to internet for anyone who needs it. The needed technology devices are available at each site, and can be deployed in emergency situations, and/or organized to allow for pick-up/drop-off.
- Zoom will be used to deliver lessons to students with their peers and provide any additional small group or 1:1 to support from staff.
- Google Classroom will continue to be utilized to ensure that students have the specific assignments, lessons, and resources they need for each subject. In addition, students will be able to submit student work via GC.
- Alpha will continue to use a variety of high quality instructional materials/curriculum, which is accessible via clever, for both regular classes and intervention (e.g. ELAchieve, NatGeo, Studysync, Amplify, etc).
- Checking for understanding and progress assessments administered frequently.
- Intervention support for students by staff through Zoom and/or by phone (one on one or small group).
- Integrated and Designated supports for English Learners.
- Special Education accommodations and supports for students with IEPs.
- Translation support to families will be provided through our Spanish speaking staff for communication to our parents.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

Through the use of chromebooks students will have access to all material using Google Classroom and other online Educational programs provided by the school.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

As mentioned earlier, students will have access to a device (chromebook/ipad), and internet access. The school will continue to have direct interaction with each of our families to organize delivery/pickup of these items. Our IT team will be on hand to troubleshoot any issues. Students will follow the normal school schedule, as to meet instructional minute requirements as intended.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Alpha: Blanca Alvarado provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

In the event that pupils and families would need to enroll in or be temporarily reassigned to another school or school district, Alpha would work with surrounding districts to place students.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

If an emergency/interruption to instruction occurs, the school will communicate to families, students, and staff through our various forms of communication. The school leadership team will communicate with the rest of the team (staff and faculty) to prepare to switch to remote instruction (via internal comm systems). The school will communicate to families and students to share steps around instruction and directions for updated schedules. We will use aforementioned communication methods (Infinite Campus, Deanslist, website, and social media). All communication will begin to take place within 24 hours of the emergency.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

All students have access to a device and internet at home if needed. Teachers have google classroom, and are well-trained in how to use other virtual platforms, including zoom.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Teachers will use tools such as google classroom to share course/class information, to post assignments, lessons, etc. Students are currently using high quality curriculum that is also available online through their chromebook and clever logins. This standards-based curriculum will continue if it needs to transition to a remote environment.

All assessments (CAASPP, ELPAC, curriculum, and NWEA) can be administered online. Our current schedule can continue to be implemented with minor modifications via zoom and google classroom, in order to meet the annual instructional minutes.

The team will continue to have wednesday professional development and time for grade level or departmental collaboration.

Additional support will be given in one to one and small group zoom setting for tier 2/3 interventions.

In addition, our mental health counselors and other partner organizations (e.g. FACTR), will continue to provide social emotional / mental health supports. The ability to transition services also applies to our SPED/Education specialists and ELD specialists, who are practiced in providing services and additional supports for those students with disabilities and english learners who are required to be at home.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Students with disabilities, Homeless or Foster Youth, and English Learners will continue to be supported by their teacher, as well as by the support teams we have in place for each of these student groups. This includes specialized staff members that are responsible for ensuring that all of our students receive additional supports, both academically and socioemotionally. Alpha will hold touchpoint opportunities (meetings, events, one on one conferences) to establish relationships with students and parents, during which concerns and goals for the year will be discussed. All students will be provided additional interventions according to their needs. In addition, Alpha provides mental health resources and counseling through a system of referrals.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

In the event of an emergency requiring a shift to remote learning, our school remains committed to ensuring that all students, including those with Individualized Education Programs (IEPs), continue to receive the services, supports, and accommodations outlined in their plans. These include direct services (via virtual platforms such as Zoom) that align with their IEP, collaboration between teachers and education specialists to implement accommodations, a robust SPED team to ensure IEP implementation and regular communication with families. Accessibility and documentation will continue to be properly accounted for in a remote environment.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

Alpha Public Schools is committed to providing English Learners with access to curriculum and meaningful designated and integrated supports whether in person or during remote instruction. In emergency remote learning, Alpha will ensure continuity of services for English Learners through Integrated and designated ELD, culturally responsive instruction, access to grade-level core content (that is accessible virtually/online), progress monitoring by the school's English Language Development specialist to ensure language development and growth towards reclassification, and collaboration between ELD specialists, general education teachers, families, and other support staff members.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Our team currently utilizes the tools that would be utilized in case of a shift to remote learning: Providing access to high quality instructional materials/curriculum on a virtual platform, a variety of online programs, zoom, google classroom, and other teaching devices. In addition, teachers utilize a variety of online systems to communicate (Deanslist), grade (Infinite Campus and Google Classroom), and provide incentives related to the behavior system. Training on these platforms begins in the summer during teacher Professional Development, and are built upon during PD during the year.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The school has a socioemotional curriculum called Sown to Grow, that is delivered through homeroom and advisory periods for all students. The school also has a mental health counselor, who manages a case load of students at the school, according to referrals received. In addition, staff is trained on aspects of SEL and mental health, and build relationships and hold time to check in with students. The school also has a partnership with a counseling provider called FACTR. Our team is trained and equipped on how to respond to any physical or mental health issues that arise, and students are given a variety of resources and ways to communicate directly with multiple adults, including administration, if they need support.

In order to be proactive, the school will track engagement through Deanslist and Infinite Campus. If students are falling below 60% of attendance within a week, staff will attempt to re-engage, and our operations and leadership teams have a structure to reach out to those who are consistently disengaged. This will feed into our attendance systems.

In addition to school-based supports, Alpha has a Parent Learning Center (PLC), that exists to provide families with a variety of resources (food, housing, emergency) if they need additional support.

All of these supports are available when needed in Spanish (bilingual team, translated materials, etc).

Plans to provide access back-up, water and medicines in the event of an emergency.

In the event of an emergency, school will implement the following to ensure the safety, health, and continued care of all students and staff:

- Our school leadership team will coordinate with local emergency services to determine when and how access to campus can be safely restored or maintained.
- The school maintains an emergency supply of bottled water sufficient for all students and staff.
- Additional water will be provided by our network team (Alpha Public Schools), as needed.
- All student medications stored on campus will be kept in a secure, accessible emergency container under the supervision of our operations team.
- In the event of a prolonged emergency, our operations team will manage and administer medications as needed, following each student's health plan.
- Parents/guardians will be contacted regarding any medical needs or if medications are administered during the emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

The school will ensure all students continue to receive their services during remote or hybrid instruction:

Special Education Services:

- Students with IEPs will continue to receive services as outlined in their plans through virtual platforms (e.g., Zoom) to the greatest extent possible.
- Special education teachers and service providers will provide individualized and small-group sessions and accommodations.
- Progress monitoring will continue, and IEP meetings will be held virtually with families and team members.

Counseling and Mental Health Support:

- School counselors and mental health staff will offer virtual check-ins, individual sessions, and group support through video conferencing.
- Online resources will be shared regularly through communication platforms.
- Staff will maintain regular communication with families to identify and respond to student social-emotional needs.

After-School Programs:

- After-school enrichment and academic support programs will be adapted to virtual or hybrid formats when needed.

Food Services:

- The school will provide meal pick-up services during remote instruction days, ensuring students have access to breakfast and lunch.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

To ensure the Instructional Continuity Plan (ICP) reflects the needs and realities of our school community, we will integrate the voice of administrators, faculty, staff, students, and parents primarily through our School Site Council. In addition, many of the elements covered in this ICP include important programmatic and logistics actions built through our LCAP, which includes a collaborative process of engagement with a variety of partners through surveys and discussions. This ICP will be approved by our Board.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to reopening school sites and resuming in-person instruction after a disruption (such as a natural disaster, public health emergency, or infrastructure failure), the following conditions must be met to ensure the safety and readiness of the school community:

- Safety Clearance: The site must be deemed safe for occupancy by appropriate local authorities.
- Health and Safety Protocols: We will follow public health guidance to support reopening, and will communicate these protocols to staff, students, and families prior to returning.
- Operational Readiness: All utilities, food service operations must be fully operational and cleared for use.
- Sufficient staff will be available to provide instruction, supervision, and support services.
- Communication and Notification: All families and staff must be notified of reopening plans, schedules, expectations, and any changes to normal procedures.
- Staff will be provided time prior to transition to prepare their classrooms spaces and transition plans back to in-person learning. This includes all support services (special education, counseling, ELD).
- Collection and repair of all devices will be completed upon return.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Alpha: Blanca Alvarado's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Alpha: Blanca Alvarado's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The Instructional Continuity Plan (ICP) will be reviewed and updated annually, or more frequently as needed in response to changes in state policy, updates in CDE or county guidance, feedback from staff, students, families, or other lessons learned.