

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 |
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Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on 02/24/2026 and adopted by City Heights Preparatory Charter School on 02/27/2026 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, City Heights Preparatory Charter School 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

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.

In the event of a power outage or damage to the infrastructure, which may impact two-way communication, devices such as walkie-talkies or hand-held radios may be used to communicate plans between staff members to ensure student safety or using of their own personal devices such as cellphones to communicate.

Support for Unique Needs

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

To support the social-emotional and mental health needs of students, both school counselors and Education Specialist will be made available to provide strategies and resources. The counselor will also provide virtual meetings and digital resources for all students to access. In supporting students' academic needs, all assignments will be made available online with scaffolds embedded. If more intensive support is necessary, virtual meetings between the student and teacher will be arranged.

Access to Instruction

Timeline for Access to Instruction

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

As required, City Heights Preparatory Charter School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Based on current processes, teachers provide all students with access to instructional materials through Google Classroom. In the event of a school closure, a daily instructional schedule will be shared with students and parents via phone calls, emails, and postings on Google Classroom, and our parent engagement app. Once the schedule is established, virtual classes will be conducted, and assignments will be made available online. All Google Classrooms are synced to Thrillshare; as such, parents will be notified of daily schedules, assignments, and updates provided to students on Google Classrooms. Students and staff may use Zoom to meet and continue receiving instructional support, along with other methods that best meet the needs of students and teachers.

If a student requires access to Wi-Fi or a computer, both will be provided. Students may pick up devices from the front office, or necessary materials will be delivered by a staff member if needed.

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, City Heights Preparatory Charter School 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.

City Heights Preparatory Charter School will implement remote instruction in alignment with Education Code Sections 51747 and 51749.5 and will adhere to the school's Board-approved Independent Study (IS) Policy. All remote instruction will follow the procedures, requirements, and instructional standards outlined in the IS Policy to ensure compliance and maintain program quality equivalent to independent study and that students still have access to learning instruction and materials.

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.

For classes that require materials outside of digital resources, pick-up will be made available through our front office. For students without access to reliable wifi or a laptop; mifis and Chromebooks will also be made available for pick-up in the front office.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

All students will be provided by the school with access to all necessary instructional supplies, including online instructional platforms, to fully engage in their education.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

City Heights Preparatory Charter School 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.

City Heights Preparatory Charter School will adhere to this policy and fully support pupils and families in enrolling in or being temporarily reassigned to another site, school district, county office of education, or charter school in the event that an emergency or natural disaster disrupts in-person instruction. The school is committed to ensuring continuity of learning and will provide guidance and assistance throughout the transition process as needed.

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.

The staff at City Heights Prep uses ThrillShare to directly communicate with parents regarding school information and student engagement. Students and families are also contacted regularly via text, email, and/or phone call. Through this process information will be made available, as well as through the school's website. Information will be made available through the aforementioned methods either bi-monthly or with increased frequency based on immediate need.

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 teachers and students have been trained to use such digital platforms as; Google Classroom, Google Docs, IXL, i-Ready, Common Lit, and several more. For students who have need to complete Independent Study, a contract between the school, student, and family is available as means of communication regarding how to access assignments for the continuation of learning. All teachers in this instance will continue to provide access to assignments via Google Classroom and to prepare instructional materials for assignments that cannot be completed virtually.

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.

All teachers and staff members are well-versed in methods for providing standards-aligned learning using virtual methods. In the event that learning has transitioned from in-person to online, meetings using Zoom or Google Meet will be made available for academic check-ins, virtual office hours, and tutoring to support learning. Additionally, check-ins to support mental and social-emotional needs will also be provided as a means of supporting the whole student.

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.

All students and staff will be provided with computers to participate in distance learning. Staff members will call the homes of all families to ensure that students have a device at home to participate in distance learning. If they do not, the school will ensure that they are provided with a school computer. When students and families come to collect technology and schedules within the first week, staff will be on site to set up online platforms for students, such as PowerSchool and Google Classroom. Following that, video tutorials on how to access online platforms and specific websites will be offered and uploaded to Google Classroom as a resource for families and students who need additional support. Also, the staff will ask about their access to connectivity, and when needed, provide them with information about connectivity services at reduced prices. In addition, the staff will ensure that both parents and students know how to access the online platforms that the students will be using. Lastly, the school's counselor will provide a survey that allows staff to collect real-time data on the needs of the students. Embedded in the culture of the school is a great relationship between parents, teachers, staff, and students, which further allows all parties to communicate needs quickly. In preparation for digital learning, all assignments will be uploaded to Google Classroom, which mirrors practices currently taking place. Teachers have been trained in developing lessons with embedded supports for students with an IEP or for EL students. Scaffolds and supports, such as sentence starters and images will be provided to accompany the assignment and within created slide decks. Translation for EL students are provided within slide decks along with images to support language development.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Our Education Specialist will contact families to discuss with families weekly meetings for structured academic support to meet minutes required according to their IEP. In addition to working with students to obtain SAI minutes, the education specialist will provide additional tutoring sessions to support learning taking place in the classroom. They will also contact classroom teachers for information regarding whole-class meetings. The education specialist will also push-in to whole class meetings to observe the lecture and meet with students in a breakout room to provide additional support. In addition to weekly meetings for academic support, online Zoom meetings will occur to assess student learning and to determine IEP goals. The education specialist will host IEP meetings with all required participants using platforms such as Zoom or Google Meet.

English Learners (EL)

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

EL students will be provided with the resources and supports to participate meaningfully. Assignments will include supports such as; sentence starters and frames, word boxes, guiding questions and visual aids. Students will have access to Thinking Maps and graphic organizers to interact with concepts and make connections that encourage learning. In virtual class meetings, slides will include translation and when available captions will be provided to assist students in their development of the English Language. Students will also be paired with peer who speaks the same first language to assist in understanding assignments and providing translations. If their is not a peer who shares knowledge of the same first language, they will have the opportunity to work with peers to increase their skills in both speaking and listening in English. Teachers will also provide tutoring during daily office hours to support learning and provide one on one support.

Professional Learning

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

The LEA will provide weekly or bi-monthly professional development. Content-Area or Grade Level departments will meet to discuss the needs of the students they serve and strategies to continue providing access to rigorous, supported coursework that is accessible for all students. This may include the administrator running meetings and bringing in valuable information and resources to assist the staff, or the staff running meetings and sharing the resources and tools that they are using to support each other. Additionally, depending on availability and the needs of the staff, additional resources will be provided, as well as technological support. The LEA will continue to work with the staff to ensure that they have all of the resources and support they need to provide online learning, and when a need is present, the LEA will work towards finding online resources or webinars that can provide additional support.

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 LEA will work with students to provide access to professionals and resources for physical and mental health. The guidance counselor can provide the contact information to resources either within the community or who can provide assistance in locating professionals for their specific needs. Facilities such as the City Heights Family Health Care Center can provide students access to physical health care providers that speak languages other than English. Another resource that can be provided to students for mental health services is Care Solace, which also can provide access to professionals who speak languages other than English.

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

The LEA will work with community organizations to provide access to back-up, food, water and medicines in the case of an emergency. The administration and guidance counselors will contact members of the community and school partners to help in organizing resources.

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.

Families will be contacted via ThrillShare and through phone calls from school staff with information regarding the continuation of school programs. In AVID classes, a schedule of services such as after school tutoring and programs will be provided to students. Our guidance counselor and education specialist will reach out to students to set up virtual meetings as a way to continue providing services specific to their offices. The LEA will ensure that all students have access to breakfast and lunch information. City Heights Prep prioritizes students' access to meals, as this is viewed as an important factor in increased attention, motivation, and healthy habits. In the event of a school closure, families would be provided with a window of time during which they can pick up both breakfast and lunch meals for their child(ren) daily. The school will have a designated pick-up time during which families can pick up the breakfast and lunch meals. And continue to gather feedback from families and students on any other support areas for them.

Site-Based Collaboration

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

City Heights Prep has engaged in a variety of efforts to solicit stakeholder feedback, such as sending requests through a parent engagement app called ThrillShare, making phone calls, asking teachers to post announcements on Google Classroom, and posting details to the school's website to encourage participation. The school has also ensured that translators are available based on the stakeholders' preferred languages. The Learning Continuity Plan was discussed with stakeholders, and they were asked to provide feedback, which was noted and later discussed to see how and what was able to be implemented.

Return to Site-Based Learning

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

City Heights Prep will ensure that all of its students will have a safe environment from which they can learn. This includes notifying students and staff members regarding safety guidelines determined by the state, district, or school itself. Practices that are in continuous implementation as a result of the return to in-person learning is for students to have access to materials of their own (1:1) so they don't have to share, hand-sanitizer being available, and classrooms being cleaned and disinfected on a daily basis and deep-cleaned on a weekly basis. The teachers continue to assess where the students are performing academically and find ways to bring them up to the current grade level or where they should be based on their grade level. This will be accomplished in a supportive environment in which the students' learning needs are priorities and the students are provided with additional resources and help. This can include anything from taking books home to read or using online platforms for practice, to working with a teacher during after school tutoring. An analysis based on testing data will be provided so that the teachers will have a better idea of where they should start with their instruction to ensure that the students learn what they've missed, and have the information needed to continue on with their learning based on the common core standards.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into City Heights Preparatory Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of City Heights Preparatory Charter School'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 will be reviewed with Educational Partners on an annual basis and revised within the Comprehensive School Safety Plan when applicable. Changes to state or federal mandates for safety will be reflected in the plan, as well as feedback from all school stakeholders.