



# **El Sol Science and Arts Academy**

An Excellent Public School

Est. 2001

## **Instructional Continuity Plan (ICP)**

A Component of the School Site Safety Plan

May 2025



## Signatory Page

This Instructional Continuity Plan is complete, approved, and adopted. From this date forward, this plan is included as part of the Comprehensive School Site Plan.

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Dr. Anaida Colón Muñiz      Date  
Board President

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Monique Daviss      Date  
Executive Director

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## Introduction and Purpose

This *Instructional Continuity Plan (ICP)* outlines how El Sol Science and Arts Academy will ensure that students continue to receive high-quality instruction and essential services without interruption during emergencies that disrupt normal school operations. Grounded in our commitment to biliteracy, equity, and whole-child development, the plan provides a flexible framework to guide decisions related to instructional delivery, school site access, independent study compliance, communication protocols, resource allocation, and transportation. Designed as a dynamic and responsive tool for school leadership, the ICP reflects our core values of collaboration, strong family partnerships, and equitable access to learning. While comprehensive, this plan acknowledges the unique and evolving nature of emergency situations and is meant to be adapted as needed to meet the needs of our diverse community.

## Plan Goals

1. Prioritize the physical safety, mental health, and overall well-being of our students, families, and staff.
2. Establish clear communication systems to account for all students and staff and assess individual and collective needs.
3. Maintain consistent and equitable access to resources, services, and supports that nurture academic, emotional, and social development.
4. Ensure the continuity of instruction with the following prioritized approaches, as circumstances allow:
  - a. Full-day, in-person instruction
  - b. Hybrid instruction (a blend of in-person and remote learning)
  - c. Remote learning with live, virtual instruction (synchronous)
  - d. Independent remote learning (asynchronous)
5. Reopen and sustain in-person learning environments as soon as it is safe and feasible, in alignment with public health guidance and community readiness.

## Decision-Making Matrix for Instruction and Related Services

The following matrix serves as a framework for a potential emergency response and guides the decision-making process based on the nature of the disruption:

Emergency	Instructional Method(s)	Independent Study Compliance	Communication Methods	Resource Allocation
<b>Natural Disaster (Earthquake or Weather Related)</b>	Remote Learning/Hybrid	Verify ADA compliance with Independent Study Contracts	Emergency Alerts, Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Deploy Remote Learning (Laptops, Tablets, hotspots, Virtual/Learning Packets and Emergency Meals  Activate site-based health and food banks
<b>Public Health Emergency</b>	Remote Learning/Hybrid  Outdoor spaces as necessary, social distancing issued guidelines	Parent agreements, Daily virtual check-ins	Emergency Alerts, Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Deploy Remote Learning (Laptops, Tablets, hotspots, Virtual/Learning Packets and Emergency Meals  Activate site-based health and food banks
<b>Power Outage</b>	Paper Based Instruction/ Hybrid as permitted	Modified assignments and paper-based work	Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Coordinate with local authorities and service providers,  Activate site-based health and food banks as needed
<b>Facility Damage (Fire, Structural Issues)</b>	Hybrid/Coordinated Relocation as needed	Modified assignments and paper-based work; seek partner schools	Automated Phone Call/Text, Social Media, Emergency Hotline, Parent Square	Temporary facilities as available, shared community resources, website updates and resource links  Activate site-based health and food banks as needed
<b>Security Threat</b>	Shelter in place or full remote learning	Modified assignments	Daily virtual check-ins and emergency hotline reporting	Online learning platform (Google Classroom) – video conferencing as allowed

# Instructional Continuity and Compliance

## Instructional Implementation Timeline

El Sol Science and Arts Academy is committed to resuming full-day, in-person learning for all students as soon as it is safe and feasible to do so. Within ten instructional days following an emergency, El Sol will initiate either in-person or remote instruction in response to the specific nature and impact of the event.

## Criteria for Reopening Campus-Based Learning

A return to on-site learning will be guided by clear conditions, including but not limited to:

- All evacuation orders have been lifted and verified by local authorities
- Restoration of power, water, and essential utilities
- Air quality is deemed safe for students and staff
- Access to clean, potable water
- School grounds cleared of debris and safety hazards
- Reliable and functional internet connectivity
- Availability of staff to support student supervision and instruction
- Operational kitchen services to ensure access to meals

## Readiness for Instructional Continuity

El Sol educators are well-versed in the school's adopted digital platforms and instructional technology. A 1:1 student-to-laptop ratio is maintained, with safety protocols and device management supported by our trained technology team. Technology is integrated into daily instruction, allowing students and families to be familiar with digital tools and learning systems in both emergency and non-emergency settings.

## Instruction at Alternate Locations

If access to the El Sol campus is compromised, the school will work with partner organizations, local educational agencies, and community-based networks to identify and coordinate alternative learning spaces. These partnerships will help ensure that learning and student connections continue with minimal disruption.

## Blended Learning Models

Should remote learning become necessary, El Sol will aim to implement a hybrid model combining in-person and distance learning as soon as safety permits. This model allows for flexibility while maintaining instructional quality and connection to peers and educators.

## Independent Study (IS) Compliance

In situations where in-person instruction is not possible, El Sol will adhere to all requirements outlined in California Education Code 51745–51749.6. This includes:

- Executing written independent study agreements
- Ensuring access to synchronous instruction led by credentialed teachers
- Utilizing school-approved curriculum and materials
- Monitoring and documenting student progress regularly

## Best Practices

An ICP should outline a protocol to provide support for pupils' social-emotional, mental health, and academic needs, and minimize disruptions to instruction. The following list of best practices and examples, enumerated here in no particular order, can be used to develop a cogent approach to instructional continuity:

### Communication

**Staff Leads:** Sara Flores, Jenny Zavala

Define communication protocols for families, students, and staff and faculty, including how the information will be made available and with what frequency.

- The Office of Education Technology at the US Department of Education provides [natural disaster resources and digital learning guides](#) for parents and families, school leaders, and teachers.
- The [Readiness and Emergency Management for Schools Technical Assistance Center Fact Sheet \(PDF\)](#) provides strategies for LEAs to form partnerships and communicate with families and guardians.

### Technology

**Staff Leads:** Ivet Gonzalez, Software Management  
Tristan Gude & Monique Daviss Hardware Management

Solidify and strengthen technology readiness for educators and students to support a pivot from in-person to remote learning through independent study.

Provide support throughout the school year so students and families are comfortable with all platforms.

- Create “digital backpacks” to bundle necessary digital resources (such as Canva, Google Classroom, etc.) for pupils to access if schools are closed.
- Stockpile devices that can be shared if technology is damaged or destroyed during an emergency. Prepare Wi-Fi hot spots that can be deployed.

### Instruction and Assessment

**Staff Leads:** Jenny Zavala & Ivet Gonzalez

Maintain flexibility and ensure that existing curriculum content can be accessed both in-person and online.

- Prioritize essential learning and make standards-aligned learning objectives achievable.

- Utilize California’s [Digital Learning Integration & Standards Guidance](#) to build educator and system capacity and ensure effective implementation of technology to support learning.
- Use screening tools to monitor progress. (Beginning the 2025–26 school year and annually thereafter, LEAs shall screen students in kindergarten and grades one and two for risk of reading difficulties using the instrument[s] approved by their governing boards [[EC Section 53008](#)] and related [Screening for Risk of Reading Difficulties FAQs](#).)
- Check for understanding using strategies for formative assessment.  
Define applicable, achievable goals that take students’ unique circumstances into consideration.
- Offer additional academic support, when possible, through tutoring, check-ins, or virtual office hours.

### **Access**

Staff Leads: Sara Flores & Jenny Zavala

Ensure instruction is equitable, accessible, and inclusive.

- Specify how all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will have equal access to instructional resources during a natural disaster or emergency
- Provide and maintain all accommodations and individualized education plans for students who need them and ensure the ICP can meet the needs of diverse learners. The CDE provides [guidance to support Special Education](#) students with remote learning.
- Review the CDE [English Learner Independent Study Frequently Asked Questions \(FAQs\)](#) for information and considerations regarding EL students participating in an independent study program.
- Align the plan with guidance in California’s [English Learner Roadmap](#) Policy, [Principle 1: Assets Oriented and Needs Responsive Schools](#), to ensure the plan is responsive to different EL students’ strengths, needs and identities, and supports the socio-emotional health and development of English learners. Review Roadmap [Principle 4: Alignment and Articulation Within and Across Systems](#), to ensure instructional continuity for EL students reflects a coherent set of practices and pathways to support skills, language(s), literacy, and knowledge needed to meet their needs.

### **Professional Learning**

Staff Leads: Jenny Zavala & Ivet Gonzalez

Provide educators with regular training on the tools, platforms, and strategies necessary if an LEA must pivot to remote instruction and assessment through independent study.

- Emphasize pedagogies that support remote- and hybrid-learning environments and offer professional development to support virtual classroom management.
- The [California Educators Together](#) platform, developed through a collaboration between the CDE and the Californians Dedicated to Education Foundation, offers free, high-quality resources and relevant professional learning, and lesson plans to support teaching and learning.
- The San Diego County Office of Education (SDCOE) designed units in each content area that offer [essential K–12 learning](#). The units integrate content, provide flexibility, and choice, and can be accessed and shared for free. SDCOE staff also offers [virtual professional learning](#) for each grade level/span.

## **Well-being**

Staff Lead: Sara Flores

Draw on the CSSP guidelines aligned with *EC* Section 32282.1(a) to provide access to physical and mental health professionals, and community intervention professionals, including those who speak languages other than English.

- [Safety and school crisis resources](#) created by the National Association of School Psychologists include evidence-based initiatives that create safe and supportive learning environments to ensure students have access to the supports they need to be successful.
- Plan to supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.

## **Support Services**

Staff Leads: Jenny Zavala, Giovanni Cevallos & Tristan Gude

Maintain 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 National Center for Homeless Education provides information to support [Disaster Preparation and Response](#) for students who are experiencing homelessness.
- In "[Lessons from Real Life](#)", McKinney-Vento liaisons share their experiences with disaster response as well as insights to support recovery for displaced students.
- The CDE provides [Disaster Guidance for Child Nutrition Programs](#).
- Food Research and Action Center, a non-profit seeking to improve the nutrition, health, and well-being of people struggling against poverty-related hunger, offers a [Guide to Federal Nutrition Programs During Disasters](#) (PDF).

## **Site-based Collaboration**

Staff Leads: Administrative Team

Involve administrators, faculty, information technology staff, students, and parents in the development and implementation of the ICP.

- Regularly review and update the plan based on feedback and lessons learned.

## **Return to Site-based Learning**

Staff Leads: Administrative Team

Specify conditions that must be met prior to returning from disruption, including reopening sites. The conditions can include proposed support or mitigations, where possible.

- The following list establishes a process for reopening sites:
  - 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
- Staff to cover those affected by the fires

## **Plan Review and Updates**

This plan will be reviewed and updated annually by the board of directors and the planning committee. Updates will reflect locally determined guidelines and policies.