

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
Sacramento Valley Charter School	Sacramento Valley Charter School	Dr. Vendetta Dozier-Brown Principal	vdbrown@sacvalleycharter.org 2095987540

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on 06/25/2025 and adopted by Sacramento Valley Charter School on 06/26/2025 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.

Introduction and Purpose

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Date of Adoption: June 26, 2025 and inclusion in the CSSP which was last revised on March 24, 2025.

In alignment with Senate Bill 153 (Chapter 38, Statutes of 2024), Sacramento Valley Charter School has developed this Instructional Continuity Plan (ICP) to ensure the uninterrupted delivery of academic instruction during school closures or disruptions caused by emergencies, natural disasters, or public health crises. This plan is submitted as part of our annual Comprehensive School Safety Plan (CSSP) update and meets the requirement for inclusion by July 1, 2025.

This ICP is informed by our school's direct experience during the COVID-19 pandemic, when in-person instruction was suspended in March 2020 and transitioned entirely to remote learning through August 2021. This period of disruption required significant adjustments by staff, students, and families, and underscored the need for a proactive, adaptable, and equity-focused instructional plan.

The purpose of this ICP is to:

Ensure minimal disruption to student learning during emergency-related closures;

Guarantee equitable access to academic instruction and digital resources for all students;

Support the academic, social-emotional, and mental health needs of students throughout emergency periods;

Establish clear operational protocols for a swift transition to remote or hybrid learning environments;

Maintain consistent and effective two-way communication with families and school staff.

This plan reflects Sacramento Valley Charter School’s continued commitment to educational continuity, safety, and student well-being—regardless of the circumstances.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sacramento Valley Charter School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Protocol for Engagement

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School has established a structured protocol to ensure ongoing two-way engagement with students and families during emergency-related instructional disruptions. These procedures are designed to uphold consistent communication, monitor student participation, and provide responsive support.

Daily and Weekly Student Engagement Monitoring

Teachers will take daily attendance during in-person or synchronous remote instruction.

For asynchronous or paper-based instruction, weekly contact logs and assignment submissions will be used to verify engagement.

Staff will follow up with students showing signs of disengagement (e.g., multiple absences or incomplete work) through phone calls, emails, or home visits when necessary.

Two-Way Communication with Families

Communication will occur through multiple channels including:

SchoolMessenger, email, phone calls, text messages, and parent portals

Translations will be provided to ensure access for non-English-speaking families

Teachers and support staff will maintain regular office hours for questions, feedback, and individual check-ins.

All communication efforts will be documented and tracked to ensure accountability and follow-up.

Tiered Re-Engagement Process

For students who do not participate for 3 or more consecutive instructional days, the school will initiate a tiered re-engagement protocol:

Initial contact by teacher or office staff to determine reason for disengagement

Referral to a counselor or administrator if concerns persist

Development of a re-engagement plan, which may include additional academic, social-emotional, or technical support

Ongoing Family Engagement

The school will provide routine updates through newsletters, robocalls, and virtual parent meetings.

Parent feedback will be collected via online surveys and used to adjust instructional and communication practices.

This engagement protocol ensures that all students and families remain connected to the school community and that barriers to learning and communication are addressed quickly and effectively.

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

Schoolwise Student Information System + Class Dojo

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.

Plans for Unforeseen Events

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

To ensure instructional continuity and maintain two-way communication during unforeseen events, Sacramento Valley Charter School has established the following procedures to address potential disruptions such as power outages, internet failures, and physical damage to school infrastructure:

Power and Internet Outages

In the event of a local or regional power outage, SVCS will utilize battery-operated devices and cellular-enabled communication platforms (e.g., School Wide Messages, text messages, mobile applications) to notify families and staff.

If the school's internet access is disrupted, school leaders will activate manual phone trees and pre-printed family contact lists to ensure continued outreach and updates.

Students and families will receive instructions on alternative methods to access assignments (e.g., hard-copy instructional packets, asynchronous work plans).

Infrastructure Damage

If school buildings are rendered inaccessible, SVCS will:

Transition to remote learning, where feasible, using previously trained digital platforms (e.g., Zoom, Google Classroom).

If digital tools are not accessible, instructional materials will be distributed through designated pick-up locations or mailed directly to students.

Teachers will maintain instructional logs and track student participation through multiple formats, including paper-based documentation.

Maintaining Two-Way Communication

Multiple platforms will be used to maintain communication with families, including:

Phone calls, text messages, emails, and messaging apps

Translation support for non-English-speaking families

Documentation of all communication attempts will be maintained in compliance logs

Staff are trained annually on emergency communication protocols, including alternative contact strategies during service outages.

These contingency plans ensure that Sacramento Valley Charter School can continue instructional services and sustain two-way communication with families and students during unanticipated emergencies, in compliance with the requirements of SB 153 and the Form J-13A waiver process.

Support for Unique Needs

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

Support for Unique Needs

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School is committed to identifying and addressing the social-emotional, mental health, and academic needs of all students during emergency-related instructional disruptions. The following systems and supports are in place to ensure continued access to appropriate services:

Identification of Student Needs

Staff will use a combination of existing data (e.g., attendance, grades, teacher observations) and direct check-ins to identify students in need of academic, emotional, or behavioral support.

Multi-Tiered System of Supports (MTSS) procedures will continue to guide the identification and referral process during remote or disrupted instruction.

Students with IEPs, 504 Plans, or identified as English Learners or Homeless will be proactively monitored and supported through individualized outreach and service adjustments.

Social-Emotional and Mental Health Supports

School counselor, psychologist, Educational Specialist and support staff will conduct regular wellness check-ins via phone, video call, or in person, as feasible.

Mental health services, including counseling and referrals to community-based providers, will be available through telehealth or coordinated service delivery.

SEL (Social-Emotional Learning) curriculum and resources will be integrated into online and offline instruction to promote student well-being.

Academic Support and Intervention

Teachers will provide differentiated instruction, office hours, and small group intervention to address learning loss and academic gaps.

Instructional aides and intervention staff will support targeted students through scheduled online or in-person sessions.

For students without access to technology, paper-based assignments, printed resources, and home delivery options will be made available.

Family Engagement and Communication

Families will receive multilingual communication, support with digital tools, and access to school staff to address student needs.

The school will offer parent workshops, technical support, and regular updates to keep families informed and engaged.

These systems are designed to maintain continuity of services and ensure that each student receives the academic, emotional, and mental health support needed to succeed, regardless of the instructional setting.

Access to Instruction

Timeline for Access to Instruction

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

As required, Sacramento Valley 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.

Timeline for Access to Instruction

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

In accordance with the requirements outlined in Senate Bill 153 and Form J-13A guidance, Sacramento Valley Charter School will ensure that access to instruction is provided no later than 10 instructional days following an emergency-related school closure.

Instructional Access Commitment

SVCS will provide in-person or remote instruction as soon as practicable, and always within 10 instructional days of the emergency event.

Instruction may begin sooner based on the scope of the disruption, available infrastructure, and staff readiness.

Implementation Steps and Timeline

Day 0–2 (Emergency Onset)

Assess situation, activate crisis response team, notify staff and families.

Begin communication through all available channels.

Day 3–5

Finalize instructional delivery model (remote, hybrid, alternate site).

Prepare and distribute instructional materials (digital or print).

Identify students requiring additional support or accommodations.

Day 6–10

Launch formal instruction (synchronous or asynchronous).

Monitor engagement and access; initiate support services.

If infrastructure damage, public health orders, or other severe limitations delay access, SVCS will document the circumstances and provide evidence of all reasonable efforts to resume instruction within the mandated timeframe.

This timeline ensures compliance with SB 153 and maintains continuity of education and engagement for all students.

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, Sacramento Valley 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.

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.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sacramento Valley 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.

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.

Instructional Continuity – Communication Protocols
Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School has established comprehensive communication protocols to ensure timely, accessible, and consistent information is shared with students, families, faculty, and staff during emergency-related instructional disruptions. These protocols outline methods, frequency, responsibilities, and timelines for communication before and during the implementation of the Instructional Continuity Plan.

Communication Methods
Information will be communicated using multiple platforms to ensure accessibility for all stakeholders:

SchoolMessenger (automated calls, texts, emails)

School website and parent portals

Social media (as applicable)

Direct phone calls from school staff

Printed notices (if digital access is limited)

Translation services will be provided for non-English-speaking families

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.

Technological Readiness

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)
DTS Portal Submission – Compliance Section

Sacramento Valley Charter School has implemented a comprehensive plan to ensure that both students and educators are technologically prepared to transition from in-person instruction to remote learning via independent study, as required under emergency conditions.

Student and Educator Technology Access

All students are assigned a Chromebook or laptop to support daily academic needs during remote instruction.

Mobile Wi-Fi hotspots are available and distributed to students who lack reliable internet access at home.

Teachers and instructional staff are issued school-approved laptops and have secure access to online instructional platforms and digital tools.

Independent Study Readiness

Students transitioning to independent study will receive early access to written agreements, as required by law.

Parents/guardians will be contacted to review and sign the agreements electronically or in person prior to instruction beginning.

Agreements outline expectations, attendance procedures, instructional time, and academic goals.

Online Learning Platforms and Resources

SVCS utilizes secure and accessible platforms, including:

Google Classroom (assignments, communication, collaboration)

Zoom or Google Meet (live instruction, office hours)

Schoolwise (grades and student data)

Curriculum-specific platforms (e.g., Khan Academy, i-Ready, Amplify) as appropriate by grade level

Students and families are provided with login credentials and step-by-step guides for all platforms.

Technology Distribution Protocol
In the event of a closure:

Devices and hotspots are distributed within the first 48–72 hours via scheduled pick-up or home delivery if needed.

An updated inventory is maintained to track devices assigned to each student.

Tech support is available to families via phone and email throughout the closure.

Ongoing Training and Support
Staff receive regular professional development on the use of online tools and instructional technology.

Families receive training materials and tech support in multiple languages, including how to access online platforms and troubleshoot devices.

SVCS's technological readiness plan ensures that all students and educators have the resources, access, and training necessary to engage in meaningful independent study and maintain academic progress during any transition from in-person to remote learning.

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.

Instruction and Assessment
Sacramento Valley Charter School – Instructional Continuity Plan (ICP)
DTS Portal Submission – Compliance Section

Sacramento Valley Charter School ensures that, during any instructional disruption, teaching and learning remain focused on standards-aligned objectives, continuous assessment, and equitable support. The following instructional practices and assessment protocols will be implemented to maintain academic continuity:

Prioritization of Essential Learning
Grade-level teams and instructional leadership will identify and prioritize essential California content standards for each subject area.

Instruction will focus on critical skills and foundational knowledge necessary for grade advancement and long-term academic success.

Teachers will adjust pacing guides and unit plans to reflect a streamlined focus on these priority standards.

Standards-Aligned Instructional Delivery
All assignments and assessments are aligned with state content standards and designed for delivery in both digital and paper-based formats.

Teachers will deliver instruction using:

Live virtual lessons (via Zoom or Google Meet)

Recorded lessons and asynchronous learning tasks

Printed learning packets for students without reliable internet access

Instructional materials and platforms are differentiated by grade level and content area to ensure access and engagement.

Progress Monitoring and Assessment

Teachers will assess student understanding using:

Formative assessments (quizzes, exit tickets, discussions)

Summative assessments (projects, tests, written responses)

Learning management system (LMS) data (e.g., Google Classroom submissions, platform analytics)

Weekly progress is tracked through a teacher log and documented in Schoolwise or an equivalent SIS.

Students who fall behind will be flagged for additional support.

Support for Students

To support learning and academic recovery, the following interventions are available:

Small group instruction and targeted tutoring (virtual or in-person)

Scheduled teacher check-ins and feedback on assignments

Virtual office hours for individualized academic support and clarification

Academic intervention staff supporting students with IEPs, 504s, English Learners, and students identified as at-risk

These instructional and assessment practices ensure that all students receive consistent, high-quality education with ongoing opportunities for support and progress monitoring—whether instruction is delivered in person or remotely.

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.

Equity, Accessibility, and Inclusion

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School is committed to ensuring that all students, regardless of their background or circumstances, have equitable access to instructional resources during emergency-related instructional disruptions. This includes students with disabilities, English learners (ELs), foster youth, and students experiencing homelessness.

Students with Disabilities

Students with IEPs will continue to receive special education services and related supports as outlined in their individualized plans.

Case managers and service providers will:

Adapt services for virtual or hybrid delivery (e.g., speech therapy via telehealth).

Ensure access to accommodations and modifications across digital and paper-based platforms.

Maintain regular contact with families to monitor progress and adjust supports.

IEP meetings will be held virtually or in person to remain compliant with timelines and service requirements.

English Learners

EL students will continue to receive Designated and Integrated ELD instruction, aligned with California ELD standards.

Bilingual staff will support families through translated communication, instructional materials, and direct outreach.

Teachers will differentiate instruction and use scaffolds such as visuals, sentence frames, and audio supports to ensure language access.

Foster Youth and Students Experiencing Homelessness

The school's Homeless and Foster Youth Liaison will:

Identify and reach out to students facing housing instability or in foster care.

Ensure immediate access to devices, hotspots, and transportation as needed.

Coordinate with county agencies and support service providers to address basic needs (food, clothing, counseling).

Instructional packets will be mailed or delivered if digital access is not feasible.

Inclusive Practices and Monitoring

Instructional materials and platforms are reviewed for accessibility, including compatibility with screen readers, captioning, and mobile devices.

Technology support is available for students and families in multiple languages.

Equity data (e.g., attendance, engagement, academic progress) is monitored weekly to identify and address disparities.

These practices ensure that Sacramento Valley Charter School remains inclusive and responsive, so that every student continues to learn, thrive, and receive the support they need—regardless of their individual challenges.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Individualized Education Plans (IEP)

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School will ensure that students with disabilities continue to receive all services and supports outlined in their Individualized Education Plans (IEPs) during emergency-related instructional disruptions.

IEP Implementation and Service Delivery

All special education and related services will continue with necessary adaptations for remote or hybrid settings.

Services may be delivered via teletherapy, virtual sessions, or in-home resources, depending on student needs and accessibility.

In-person services will be offered when feasible and in compliance with local health guidance.

Instruction will be adapted to support IEP accommodations and modifications, including access to assistive technology or printed materials when required.

IEP Meetings and Compliance

IEP meetings will be held virtually or in person, ensuring timelines are met.

Parents/guardians will be provided translation services and multiple participation options to support accessibility.

Case managers will maintain regular contact with families to monitor progress, address concerns, and adjust services as needed.

Progress Monitoring

Teachers and service providers will document service delivery, monitor student progress on IEP goals, and communicate updates with families regularly.

Student data (engagement, academic performance, behavior) will be used to inform instructional adjustments.

SVCS is committed to maintaining full compliance with IDEA and state special education regulations, ensuring continuity of services and individualized support for every student with an IEP—regardless of instructional setting.

Let me know if you need this adapted for integration into a master ICP document or formatted for a one-page compliance summary.

English Learners (EL)

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

English Learners (EL)

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School will continue to provide targeted support for English Learners (ELs) during any emergency-related instructional disruptions, in full alignment with the California English Learner Roadmap Policy. The school remains committed to promoting EL students' academic success, language development, and meaningful access to grade-level content.

Instructional Support and Access

EL students will continue to receive:

Designated English Language Development (ELD) instruction to explicitly develop English language skills.

Integrated ELD embedded in content-area instruction, using strategies that support both language and content development.

Instructional staff will use scaffolds, visual aids, sentence frames, and interactive strategies to ensure equitable access to curriculum across all instructional models (in-person, remote, or hybrid).

Alignment with the California EL Roadmap

SVCS aligns with the four principles of the EL Roadmap:

Assets-Oriented and Needs-Responsive Schools:

Teachers and staff value linguistic and cultural diversity and tailor instruction to meet the unique needs of each EL student.

Intellectual Quality of Instruction and Meaningful Access:

ELs have full access to grade-level content supported by instructional scaffolding and strategic groupings.

System Conditions That Support Effectiveness:

Staff receive training on ELD strategies, and EL supports are integrated into lesson planning and assessments.

Alignment and Articulation Within and Across Systems:

EL programs and supports are consistent across grades and transition points, ensuring continuity of services during disruptions.

Family Engagement and Communication

All communication with families of ELs is provided in their primary language whenever possible.

The school offers bilingual staff support, translated materials, and outreach to ensure that EL families are informed and engaged during instructional transitions.

Monitoring and Reclassification

EL progress is monitored regularly through:

Formative assessments, teacher observations, and participation data.

Continued preparation and administration of the ELPAC, as required.

Reclassification processes will continue following CDE guidelines and in consultation with families and instructional teams.

Sacramento Valley Charter School ensures that English Learners receive high-quality, linguistically appropriate instruction—supporting their language development and academic achievement even during emergency disruptions.

Professional Learning

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

Professional Learning

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School provides ongoing professional learning opportunities to ensure that educators are prepared to pivot to remote instruction and assessment in the event of an emergency-related disruption. These trainings support staff in delivering high-quality, standards-aligned instruction across digital and hybrid environments.

Training Focus Areas

Educators and support staff receive training in the following areas:

Use of online instructional platforms (e.g., Google Classroom, Zoom, Schoolwise)

Design and delivery of standards-based remote lessons

Administering and analyzing formative and summative assessments in virtual settings

Supporting students with disabilities, English Learners, and at-risk populations in remote formats

Student engagement strategies and digital classroom management

Effective communication and two-way engagement with families

Professional Learning Schedule and Access

Training is offered during:

Pre-service days

Early release Wednesdays

Emergency response days, as needed

On-demand tutorials, guides, and webinars are made available through the school's internal shared drive and professional learning portals.

Instructional coaches and tech leads are available for real-time support and modeling.

Responsive and Ongoing Support

In the event of a transition to remote instruction, additional professional development sessions will be scheduled within the first 3–5 days.

Staff surveys and feedback will guide the development of follow-up trainings and support sessions.

By investing in targeted, flexible professional learning, Sacramento Valley Charter School ensures that educators are well-equipped to sustain high-quality instruction, assessment, and student engagement in any learning environment.

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.

Well-Being and Support Services

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School is committed to supporting the physical and mental health of students and families during emergency-related instructional disruptions. The school ensures access to health and wellness services, including staff who are trained, credentialed, and linguistically responsive.

Access to Mental Health Services

Students and families will have access to:

School counselors and licensed mental health professionals via phone, video conferencing, or in person (as conditions allow)

Social-emotional learning (SEL) curriculum integrated into classroom instruction

Crisis counseling and referrals for students in immediate need

Mental health professionals provide support in English, Punjabi, and Spanish, with interpretation available in additional languages as needed.

Physical Health Support

The school's health aide and contracted school nurse are available for health-related consultations and care coordination.

During closures, staff will maintain contact with families to provide information on:

Access to local clinics

Immunization schedules

COVID-19 or other public health-related guidance

Outreach and Equity in Support

Culturally and linguistically appropriate communication materials are provided to ensure all families understand how to access services.

Wellness check-ins are conducted by bilingual staff, ensuring outreach to English Learners, foster youth, and students experiencing homelessness.

Families are connected with community-based organizations for additional health, food, housing, and mental wellness resources.

Staff Training and Support

School staff receive annual training on:

Identifying signs of trauma and distress

Mental health first aid

Referral processes for student support services

Sacramento Valley Charter School maintains a holistic approach to student well-being, ensuring that every student—regardless of language or circumstance—has equitable access to physical and mental health supports during instructional disruptions.

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

Sacramento Valley Charter School has emergency preparedness protocols in place to ensure access to essential supplies—including back-up power, water, and student medications—in the event of a campus emergency or prolonged disruption.

Back-Up Power

The school maintains access to portable generators to support critical systems (e.g., refrigeration for medication storage, lighting, communications).

In the event of extended power loss, essential operations will be transferred to designated backup sites or supported with temporary generator deployment, in coordination with emergency services.

Water Supply

SVCS maintains an emergency stock of bottled drinking water sufficient to support students and staff for a minimum of three days.

In the event of water system disruption, school leadership will coordinate with local emergency management and public health authorities for delivery of potable water or temporary relocation.

Medication Access and Storage

All student-prescribed medications stored at school are kept in secure, temperature-controlled conditions.

In case of evacuation or relocation, medication will be transported and administered by trained staff in accordance with student health plans and parent instructions.

The school nurse or designated personnel maintains an up-to-date log of all medications, storage requirements, and authorized emergency contacts.

Coordination with Families and Agencies

Parents/guardians are informed annually of the school's emergency medication protocols.

The school coordinates with local health departments and emergency responders to ensure continuity of care during extended emergencies.

These provisions are part of Sacramento Valley Charter School's broader emergency preparedness and safety planning to protect student health and well-being under all conditions.

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.

Continuity of Support Services

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School is committed to ensuring the continuity of essential support services during emergency-related instructional disruptions. The following plan outlines how services—including special education, counseling, after-school programs, and nutrition/meal access—will continue in remote or hybrid environments.

Special Education Services

All IEP-required services, including specialized academic instruction and related services (e.g., speech, OT, counseling), will be delivered virtually or in person, as appropriate.

Case managers will ensure service minutes are met and document all services provided.

Accommodations and modifications will be embedded in both synchronous and asynchronous instruction, with materials adapted for home use.

IEP meetings will be conducted virtually to ensure compliance with timelines and family involvement.

Counseling and Mental Health Support

School counselors and mental health professionals will provide:

Virtual counseling sessions

Check-ins via phone or video conferencing

Referral support for students in crisis

Services will be accessible in multiple languages, with interpreters or bilingual staff available to support communication with families.

After-School Programs

Academic and enrichment components of the Expanded Learning/After-School Program will continue through:

Virtual workshops, tutoring, and clubs

Homework support via Zoom or Google Meet

Pre-recorded enrichment lessons accessible online

Attendance will be monitored, and staff will maintain engagement logs to track participation and provide follow-up.

Nutrition and Meal Access

During school closures, SVCS will coordinate grab-and-go meal pick-up, home delivery (if required), or meal distribution sites, following USDA and CDE guidance.

Families will be informed of meal availability through SchoolMessenger, flyers, and translated outreach.

Students who qualify for free or reduced-price meals will continue to receive nutrition services, regardless of instructional format.

Adaptability Across Learning Environments

All support services are designed to pivot smoothly between in-person, hybrid, and fully remote settings.

Service providers are equipped with necessary tools, technology, and training to deliver services in a flexible and equitable manner.

Site-Based Collaboration

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

Site-Based Collaboration

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

The development and implementation of Sacramento Valley Charter School's Instructional Continuity Plan (ICP) is a collaborative effort involving administrators, teachers, classified staff, information technology personnel, students, and families to ensure instructional continuity is equitable, effective, and community-driven.

Collaborative Development

The ICP was developed with input from:

Administrators, who provided leadership in aligning the plan with state mandates and school safety goals.

Teachers and instructional staff, who shared feedback on essential standards, student needs, and digital platform readiness.

IT staff, who assessed technology access, device management, and support structures for staff and families.

Families and students, whose voices were gathered through surveys, town halls, and parent advisory meetings to understand barriers, needs, and preferences for remote instruction.

Special populations teams (e.g., SPED, EL, homeless/foster liaisons) ensured that unique learner needs were represented throughout planning.

Implementation and Ongoing Collaboration

Site administrators host monthly staff meetings and family forums to review progress, address challenges, and adjust protocols as needed.

Teachers work in grade-level and content-area teams to revise curriculum pacing and coordinate consistent digital practices.

IT staff maintain ongoing communication with educators and families, providing real-time troubleshooting and training to ensure effective use of devices and platforms.

Feedback from students and families is continuously gathered and analyzed to guide improvement in instruction, communication, and support services.

Shared Accountability

All stakeholders are involved in monitoring implementation through engagement data, progress monitoring, and communication tracking.

The plan is reviewed and revised annually, or as needed, based on feedback, state guidance, and reflection on past emergency responses.

This collaborative structure ensures that the ICP reflects the shared expertise and lived experiences of the school community and that its implementation remains inclusive, responsive, and aligned with Sacramento Valley Charter School's mission to serve all students effectively—no matter the circumstance.

Return to Site-Based Learning

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

Return to Site-Based Learning

Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

Sacramento Valley Charter School will resume in-person, site-based instruction only when specific health, safety, and operational conditions have been met, in alignment with local, state, and federal guidelines.

Conditions for Reopening

The following conditions must be satisfied before students and staff return to campus after a disruption:

Clearance from Local Health Authorities

The school will obtain written or official guidance from county public health officials confirming that it is safe to resume in-person operations.

Facilities Preparedness and Safety Measures

Classrooms, common areas, and facilities must be cleaned, disinfected, and ventilated per public health standards.

Adequate supplies of PPE, sanitation materials, and hygiene stations will be confirmed prior to reopening.

Any necessary structural repairs or hazard remediation (e.g., after fire, flooding, or earthquake) must be complete.

Staffing Readiness

Sufficient staffing levels must be in place to safely operate the school, including instructional, custodial, food service, and support staff.

Staff must be trained or retrained on any updated health and safety protocols.

Communication with Families and Stakeholders

Families will receive at least 48–72 hours' notice of return-to-campus plans, including expectations, transportation updates, and health procedures.

Translated materials and multilingual communication will be provided as needed.

Instructional and Support Service Coordination

Teachers and service providers must be prepared to resume in-person instruction, IEP service delivery, counseling, and after-school supports.

Transition plans will be developed for students needing academic or social-emotional re-acclimation to the in-person setting.

Health Screening and Containment Protocols in Place

Health screening procedures, isolation protocols, and contact tracing processes will be reactivated as necessary, based on public health guidance.

SVCS will coordinate closely with local agencies to ensure the return to site-based learning is safe, timely, and responsive to the needs of all students and staff.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Sacramento Valley Charter School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Sacramento Valley 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.

Integration with Comprehensive School Safety Plan (CSSP) Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

This Instructional Continuity Plan (ICP) will be formally integrated into Sacramento Valley Charter School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, in full compliance with Senate Bill 153 (Chapter 38, Statutes of 2024).

The ICP will serve as a core component of the CSSP, complementing emergency preparedness procedures, communication systems, student support services, and campus safety protocols already outlined in the plan. It will be reviewed annually during the school's CSSP adoption process and updated to reflect:

Changes in state or local guidance

Lessons learned from past instructional disruptions

Stakeholder feedback on emergency response effectiveness

As required by SB 153, inclusion of the ICP in the CSSP is a mandatory condition for approval of a Form J-13A waiver beginning in fiscal year 2026–27. SVCS will ensure that this plan remains compliant, current, and integrated across all emergency preparedness and instructional continuity efforts.

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:

Review and Updates of this Instructional Continuity Plan (ICP)
Sacramento Valley Charter School – Instructional Continuity Plan (ICP)

This Instructional Continuity Plan (ICP) will be reviewed and updated regularly in collaboration with educational partners, incorporating feedback and lessons learned to ensure it remains effective and responsive.

Review Frequency

Annually: The ICP will undergo a formal review as part of the Comprehensive School Safety Plan (CSSP) update process, conducted by the school safety committee and leadership team.

Post-Incident: Following any emergency or instructional disruption that activates the ICP, the plan will be reviewed promptly to identify successes, challenges, and areas for improvement.

As Needed: Updates will be made throughout the year to reflect changes in:

State or local laws and guidance

School operational capacity and technology resources

Stakeholder input from families, staff, and students

Collaboration and Feedback

The review process will engage:

School administrators and instructional staff

Support personnel including counselors and special education teams

Information technology staff

Students and families via surveys, forums, or advisory committees

This continuous review cycle ensures the ICP remains a living document that evolves with the needs of Sacramento Valley Charter School's community and complies with all relevant regulatory requirements.