



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/dl/or/icpguidance.asp>.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Wheatland Elementary School District (Bear River School, Lone Tree School, Wheatland Elementary School and Wheatland Charter Academy)	Lone Tree School and Wheatland Charter Academy	Jodie Jacklett Principal	jjacklett@wheatland.k12.ca.us 530-788-0248

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on 9/11/2025 and adopted by Lone Tree School and Wheatland Charter Academy on 9/29/2025 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, Lone Tree School and Wheatland Charter Academy 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
- Emailed notices, websites and Catapult messaging through text and email

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.

Memorandum of Understanding (MOU) with Beale AFB for evacuation, should it be necessary, to base facilities while we await parent reunification. If school buildings are safe, a reunification system built into our safe plan for parent pick up through a staff supervised process. In the event of unforeseen circumstances such as power outages or damage to infrastructure, Bear River School will maintain continuity of communication through layered systems. Staff will utilize available backup methods including district-issued radios, personal mobile devices to ensure timely information flow. When electronic communication systems are compromised, printed notices, in-person updates, and coordinated check-in points will be employed. Two-way communication will be prioritized by maintaining redundant channels so that families, staff, and emergency responders are able to both receive and provide critical updates.

Support for Unique Needs

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

School counseling, academic intervention and IEP services provided on site or virtually with access information and scheduling provided to parents as soon as practicable. As part of our safe plan, we have our support services in supervision of students and the reunification process to assist students.

Access to Instruction

Timeline for Access to Instruction

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

As required, Lone Tree School and Wheatland Charter Academy 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, Lone Tree School and Wheatland Charter Academy 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.

As required, Lone Tree School and Wheatland Charter Academy's 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. Instruction will be delivered through a combination of synchronous and asynchronous learning, leveraging Google Classroom as the primary platform for

assignments and resources. Teachers will provide direct instruction, feedback, and support through video conferencing, online discussion boards, and office hours. Attendance and participation will be monitored through assignment submission, virtual check-ins, and documented engagement logs to ensure accountability. For students with limited technology access, alternative instructional methods such as printed materials and phone or in-person support will be utilized to maintain equity.

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.

As required, remote instruction will align with expectations of access and equity. Digital materials will be distributed primarily through Google Classroom, email, and other district-supported online platforms to ensure timely and consistent access. For families with limited internet connectivity or device access, non-digital materials such as printed packets, textbooks, and learning resources will be prepared and made available for pickup at designated school locations or delivered as needed. Teachers will coordinate distribution schedules to ensure all students have equitable access to the materials necessary for participation in remote learning.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

Google Classroom as the primary platform for posting assignments, instructional materials, and resources. Students will access and submit schoolwork through this platform, ensuring consistency and ease of use across grade levels. Teachers will provide clear instructions, due dates, and feedback within Google Classroom. For students with limited internet access or technology challenges, printed packets or alternative methods of submission will be made available to ensure equitable participation and progress.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Lone Tree School and Wheatland Charter Academy 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.

Lone Tree School and Wheatland Charter Academy 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 such circumstances, Bear River will work in collaboration with neighboring LEAs through established county and district protocols to ensure educational continuity. Families will receive guidance from school administration on enrollment procedures, records transfer, and access to instructional materials and support services. The school will coordinate with partner LEAs to minimize disruptions to student learning and ensure that services, including those required by IEPs, 504 Plans, and English Learner supports, are maintained during the period of reassignment.

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 success of the Independent Continuity Plan (ICP) depends on coordinated collaboration among administrators, faculty, information technology staff, students, and parents. Each group plays a vital role in shaping, refining, and executing the plan to ensure instructional and operational continuity.

Administrators:

- Provide overall leadership, coordination, and oversight of ICP development and implementation.
- Facilitate communication between stakeholder groups and ensure compliance with district, state, and federal requirements.
- Monitor the effectiveness of the plan and make data-driven adjustments.

Faculty and Support Staff:

- Contribute to the design and refinement of instructional strategies, including identifying essential standards and effective remote learning practices.
- Collaborate in Professional Learning Communities (PLCs) to align teaching, assessment, and intervention.
- Provide feedback on the practical application of the ICP and recommend improvements.

Information Technology Staff:

- Ensure digital infrastructure is secure, accessible, and reliable for students and staff.
- Provide professional development and technical support to educators, students, and families.
- Troubleshoot technology issues and maintain communication systems to facilitate remote learning.

Students:

- Offer input through student leadership groups and surveys on the effectiveness of remote learning tools, platforms, and supports.
- Engage in learning activities and communicate needs or barriers to teachers and administrators.
- Uphold digital citizenship and responsible technology use to maintain a productive learning environment.

Parents and Guardians:

- Partner with the school by providing feedback through surveys, parent advisory committees, and direct communication with staff.
- Support students in accessing online platforms and reinforce expectations for participation.
- Collaborate with educators and administrators to address barriers to learning, including technology, scheduling, and social-emotional needs.

Ongoing Collaboration:

- The ICP will be reviewed and updated regularly based on feedback from all stakeholder groups.
- Stakeholder advisory committees, surveys, and town-hall style meetings will be utilized to maintain transparency and ensure shared decision-making.
- Progress monitoring data will be shared with faculty, families, and the board to evaluate effectiveness and guide adjustments.

By engaging all stakeholders in the development and ongoing implementation of the ICP, the LEA ensures that the plan remains responsive, equitable, and reflective of the community's needs.

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.

One-one device carts are on campus an in use in classrooms. Teachers have portable devices, including document cameras. In coordination with our district technology team, we arrange a drive through system to check out of materials and technology. Google Classroom is in place for each teacher and would be the main source of assignments, although print materials would be distributed as part of the pick up process. We keep a database of our technology devices to track who checks out. We have a monitoring system (currently LInewize) to monitor the student devices and usage.

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.

Lone Tree School and Wheatland Charter Academy are committed to proactively identifying and supporting the whole child. Staff regularly review academic and behavioral data, along with teacher and parent input, to identify students in need of additional support. Social-emotional and mental health needs are addressed through counseling services, wellness checks, and collaboration with community agencies. Academic interventions are provided through tiered supports, including small group instruction, targeted skill-building, and individualized accommodations aligned with students' IEPs and 504 plans. Clear referral processes and ongoing progress monitoring ensure that students receive timely, coordinated, and effective support.

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.

Lone Tree School and Wheatland Charter Academy are committed to ensuring that all students, including those with disabilities, students experiencing homelessness, foster youth, and English learners, have equal access to instructional resources and opportunities for success. Instructional materials and communications will be provided in formats accessible to families, including translation when needed. EL students will have equal access to technology, tutoring, and intervention supports. Progress will be tracked through formative assessments, classroom performance, and state measures such as ELPAC. Teachers will provide ongoing feedback and adjust instruction to address individual needs.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with Disabilities: Instruction will be delivered in alignment with IEPs and 504 Plans, with accommodations and modifications built into assignments. Special education staff will provide direct support and progress monitoring, both virtually and in-person when necessary and practicable. Lone Tree School and Wheatland Charter Academy will ensure that all IEP services and supports continue to be provided and maintained during any transition from in-person to remote instruction. Special education teachers and service providers will collaborate with families and general education staff to deliver accommodations, modifications, and specialized instruction in alignment with each student's IEP.

Meetings will be held virtually or in-person, as appropriate, to review and update IEPs within required timelines. Related services (such as speech, counseling, or occupational therapy) will be offered through teletherapy, virtual sessions, or in-person delivery when feasible and safe.

Progress toward IEP goals will be monitored regularly, with updates shared with families, and adjustments made as needed to ensure access and equity. Compliance with federal and state special education requirements will remain a priority, ensuring that students with disabilities receive a free and appropriate public education (FAPE) regardless of instructional setting.

English Learners (EL)

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

English Learners (ELs): Designated and integrated ELD will continue through synchronous and asynchronous instruction. Translation services and adapted instructional materials will be provided to ensure comprehension and participation. Lone Tree School and Wheatland Charter Academy will continue to provide services and supports for English Learners in alignment with the California English Learner Roadmap Policy. Instruction will emphasize both access to grade-level academic content and progress in English language development (ELD). Designated and Integrated ELD: EL students will receive daily instruction in English language development, provided through designated ELD sessions and integrated into core content lessons. Teachers will utilize scaffolds, visuals, and supports to ensure comprehension and meaningful participation. Families of English Learners will receive regular communication in their home language and be invited to participate in ELAC and other advisory opportunities to strengthen school-home partnerships.

Professional Learning

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

Professional Learning Opportunities: Ongoing PD Sessions: Teachers and support staff will participate in district-led and site-based professional development focusing on digital platforms (Google Classroom, Zoom, Seesaw, etc.), effective remote pedagogy, and assessment practices in online environments.
Collaborative Learning Communities: Grade-level and content-area PLCs will meet virtually to share strategies, troubleshoot challenges, and align instruction to essential standards.

Specialized Training: Sessions will be offered for supporting English Learners, students with disabilities, and students requiring individualized accommodations in a remote setting.

EdTech Training: Professional development will emphasize integrating adaptive programs (i-Ready, Renaissance, etc.), formative assessment tools (Nearpod, Kahoot, Google Forms), and digital engagement strategies.

Resources Utilized:

District Technology Support Hub: Staff will have access to a centralized resource library with tutorials, recorded webinars, and step-by-step guides.

Instructional Technology Coaches: On-call support will be available to assist teachers in lesson design, troubleshooting, and adapting in-person materials for remote delivery.

Assessment Platforms: Teachers will continue to use digital assessments aligned with California standards and district benchmarks, ensuring valid and reliable measures of student progress.

Equity Resources: Materials and training modules will be provided to support accessibility, including translation features and strategies for modifying digital content.

By ensuring ongoing professional learning and access to high-quality instructional resources, Lone Tree School and Wheatland Charter Academy are committed to equipping educators with the skills and tools necessary to sustain effective remote instruction and assessment.

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.

In the event of a pivot to remote instruction, the LEA will ensure continued access to both physical and mental health services for students and families.

Physical Health Services:

School Nurse Access: The school nurse will remain available via phone, email, and virtual appointments to provide consultation, triage guidance, and health education.
Health Referrals: Partnerships with local health agencies and clinics will be maintained to connect families to in-person medical care when necessary, including vaccination and wellness services.

Translation Support: For families whose primary language is not English, translation services will be provided during consultations and in all written communications regarding student health.

Mental Health Services:

Counseling Access: School counselors and psychologists will offer virtual office hours, individual and group counseling sessions, and crisis intervention through secure telehealth platforms.

Community Partnerships: Referrals will continue to be made to community-based mental health agencies that offer services in multiple languages and specialize in youth and family support.

Wellness Check-Ins: Staff will conduct proactive check-ins with students identified as at-risk to provide additional support and connect families with resources as needed.

Multi-Lingual Services: The LEA will ensure access to bilingual or multi-lingual mental health professionals, and when not directly available, will utilize interpreter services to facilitate communication.

Communication to Families:

Information about available health and wellness supports will be posted on the district website, included in parent newsletters, and shared through multiple communication channels (phone, text, email) in English and home languages.

By maintaining access to physical and mental health professionals—including those who speak languages other than English—the LEA is committed to supporting the whole child and ensuring equitable care for all students and families during remote learning.

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

The LEA is committed to ensuring student and staff safety through reliable access to water and emergency services in the event of a crisis.

Back-Up Water Access:

On-Site Reserves: The school will maintain an emergency supply of bottled water sufficient to meet immediate hydration needs for students and staff.

District and County Partnerships: Agreements with local water districts and county emergency management services will ensure timely delivery of potable water in case of a disruption to the primary supply.

Emergency Distribution Points: In coordination with local agencies, designated distribution sites will be identified for families if prolonged outages occur.

Emergency Services:

Coordination with First Responders: The LEA will maintain direct communication protocols with fire, law enforcement, and emergency medical services to ensure rapid response to any school site emergency.

Emergency Operations Plan: Each school site will follow its Safety and Emergency Preparedness Plan, which outlines evacuation routes, shelter-in-place procedures, and emergency contact protocols.

Medical Support: The school nurse and trained staff will provide immediate first aid while awaiting professional medical assistance if needed.

Communication with Families: Parents/guardians will be notified promptly of any emergency via phone, text, email, and district communication systems, with translations provided for non-English-speaking families.

By maintaining back-up water supplies, establishing strong community partnerships, and following the Emergency Operations Plan, the LEA ensures readiness to support the health and safety of students and staff during any emergency event.

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 LEA recognizes that student success relies not only on academic instruction but also on wraparound services that address diverse learning, social-emotional, and basic needs. In the event of a pivot to remote or hybrid instruction, the following plans will ensure continuity of essential support services:

Special Education Services:

IEP Implementation: Special education teachers and related service providers will continue to implement IEPs through virtual platforms, with adjustments to ensure that accommodations, modifications, and service minutes are met.

Collaboration: Regular collaboration between general education teachers, special education teachers, and paraeducators will ensure continuity of instruction and equitable access for students with disabilities.

Virtual Supports: Services such as speech, occupational therapy, and counseling will be provided via teletherapy, and hands-on materials will be delivered to families when appropriate.

Counseling and Mental Health:

Virtual Counseling: School counselors and psychologists will provide individual and group counseling sessions through secure online platforms.

Check-Ins and Referrals: Staff will conduct wellness check-ins for at-risk students and continue to refer families to outside agencies for additional support.

Crisis Response: Crisis counseling will remain available through coordination with county mental health providers.

After-School Programs:

Remote Enrichment: Enrichment activities will be adapted for online delivery, including academic support, arts, STEM projects, and fitness programs.

Tutoring: After-school tutoring will continue via virtual sessions, ensuring students receive targeted support in core subjects.

Community Partnerships: Partnerships with community organizations will provide extended learning opportunities and family engagement resources.

Kitchens and Food Services:

Meal Distribution: The nutrition services team will continue providing meals through pick-up models if in-person access is restricted.

Equitable Access: Distribution schedules will be coordinated to accommodate family needs, with communication provided in multiple languages.

Compliance: All meals will continue to meet federal and state nutrition guidelines, ensuring students have access to healthy food options.

By adapting these services for online and hybrid environments, the LEA ensures that students continue to receive comprehensive support for their academic, social-emotional, and physical well-being.

Site-Based Collaboration

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

The success of the Independent Continuity Plan (ICP) depends on coordinated collaboration among administrators, faculty, information technology staff, students, and parents. Each group plays a vital role in shaping, refining, and executing the plan to ensure instructional and operational continuity.

Administrators:

- Provide overall leadership, coordination, and oversight of ICP development and implementation.
- Facilitate communication between stakeholder groups and ensure compliance with district, state, and federal requirements.
- Monitor the effectiveness of the plan and make data-driven adjustments.

Faculty and Support Staff:

- Contribute to the design and refinement of instructional strategies, including identifying essential standards and effective remote learning practices.
- Collaborate in Professional Learning Communities (PLCs) to align teaching, assessment, and intervention.
- Provide feedback on the practical application of the ICP and recommend improvements.

Information Technology Staff:

- Ensure digital infrastructure is secure, accessible, and reliable for students and staff.
- Provide professional development and technical support to educators, students, and families.
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Students:

- Offer input through student leadership groups and surveys on the effectiveness of remote learning tools, platforms, and supports.
- Engage in learning activities and communicate needs or barriers to teachers and administrators.
- Uphold digital citizenship and responsible technology use to maintain a productive learning environment.

Parents and Guardians:

- Partner with the school by providing feedback through surveys, parent advisory committees, and direct communication with staff.
- Support students in accessing online platforms and reinforce expectations for participation.
- Collaborate with educators and administrators to address barriers to learning, including technology, scheduling, and social-emotional needs.

Ongoing Collaboration:

- The ICP will be reviewed and updated regularly based on feedback from all stakeholder groups.
- Stakeholder advisory committees, surveys, and town-hall style meetings will be utilized to maintain transparency and ensure shared decision-making.
- Progress monitoring data will be shared with faculty, families, and the board to evaluate effectiveness and guide adjustments.

By engaging all stakeholders in the development and ongoing implementation of the ICP, the LEA ensures that the plan remains responsive, equitable, and reflective of the community's needs.

Return to Site-Based Learning

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

The LEA will follow a structured, safety-focused approach to determine when school sites may reopen following a disruption. Reopening will occur only when all required conditions are met to ensure the health, safety, and well-being of students, staff, and families.

Health and Safety Requirements:

Public Health Clearance: Local and/or state health departments must confirm that in-person instruction can safely resume.

Sanitation and Readiness: Facilities must be thoroughly cleaned, sanitized, and inspected to ensure they meet health and safety standards.

Protective Measures: Adequate supplies of PPE, sanitation materials, and hygiene stations must be available on all campuses.

Health Screening Protocols: Procedures for screening students, staff, and visitors must be operational.

Infrastructure and Operations:

Water, Power, and Utilities: Essential services must be restored and confirmed safe for use.

Emergency Systems: Communication, safety, and emergency response systems must be functional.

Transportation Readiness: Bus routes and transportation services must be reviewed and cleared to operate safely.

Instructional and Support Readiness:

Staffing Availability: Adequate staffing levels (teachers, paraeducators, custodians, food services, transportation, etc.) must be in place to support full operations.

Special Services Continuity: Plans must be in place to resume IEP services, counseling, after-school programs, and other critical supports.

Food Services: Kitchens and meal distribution systems must be fully operational.

Communication and Stakeholder Engagement:

Notification to Families and Staff: Parents, students, and employees will be notified in advance of reopening, with clear communication regarding timelines, expectations, and safety protocols.

Multi-Language Communication: All notices will be made available in languages spoken within the community to ensure equitable access to information.

Feedback Loop: Opportunities for questions and input will be provided through town halls, advisory committees, and surveys.

Monitoring and Flexibility:

Ongoing Assessment: Even after reopening, the LEA will monitor local conditions and site operations to ensure continued safety.

Contingency Planning: The ICP will remain active in case of renewed disruption, allowing a seamless pivot back to hybrid or remote learning if necessary.

By meeting these conditions, the LEA will ensure that reopening occurs in a safe, orderly, and equitable manner, minimizing risk while maximizing stability for students and staff.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Lone Tree School and Wheatland Charter Academy's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of Lone Tree School and Wheatland Charter Academy'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.

This Instructional Continuity Plan (ICP) will be included as an integral component of Lone Tree School and Wheatland Charter Academy's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required under Senate Bill 153 (SB 153).

The ICP will be reviewed in conjunction with all other elements of the CSSP to ensure alignment with the school's safety, emergency preparedness, and student support systems. By embedding the ICP within the broader CSSP, Bear River School ensures that instructional continuity is addressed as part of its overall safety and crisis response framework.

In accordance with SB 153, a locally adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026–27. This integration underscores the LEA's commitment to maintaining both academic continuity and comprehensive student safety during any disruption.

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:

This Instructional Continuity Plan (ICP) will be reviewed and updated in collaboration with educational partners, incorporating feedback and lessons learned to ensure it remains responsive, equitable, and effective. Reviews will occur on the following basis:

Annually: A formal review will take place each year as part of the Comprehensive School Safety Plan (CSSP) update cycle.

Post-Disruption: Following any significant disruption that requires activation of the ICP, a debrief will be conducted with administrators, faculty, staff, parents, and students to evaluate effectiveness and identify needed revisions.

Ongoing Feedback: Input will be gathered regularly through site council and DLAC meetings.

Regulatory Updates: The plan will be revised as necessary to remain aligned with updates to state law, district policy, and guidance from the California Department of Education and local health agencies.

Professional Reflection: Staff will engage in reflective practices and professional learning communities (PLCs) to share successes, challenges, and strategies that will inform updates to the plan.

Through this collaborative and continuous improvement process, the ICP will remain a living document that evolves to meet the changing needs of students, staff, and families.

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