

2026-27 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, 2026 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
Oakland School for the Arts	Oakland School for the Arts	Mike Oz, Executive Director	510-873-8800

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on and adopted by Oakland School for the Arts on 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, 2026. 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.

OSA will engage with students and families as soon as practicable and no later than five calendar days after an emergency. Outreach will confirm student safety, current location, access to instruction, preferred language and communication method, and any academic, technology, food, mental health, disability-related, or other support needs. Staff will follow up through more than one method when a family cannot initially be reached.

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
- ParentSquare
- Social Media
- Flyers

Plans for Unforeseen Events

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

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

Support for Unique Needs

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

Counseling, student support, special education, health, and instructional staff will help identify and respond to students' academic, social-emotional, mental health, language, technology, housing, food, and accessibility needs. Support may include check-ins, referrals, tutoring, accessible materials, devices or hotspots, flexible timelines, and translated or interpreted communication. In supporting students' academic needs, all assignments will be made available online with scaffolds embedded. If more intensive support is necessary, virtual meetings between the student and teacher will be arranged.

Access to Instruction

Timeline for Access to Instruction

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

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

Families will receive the instructional schedule, participation expectations, teacher contact information, and directions for obtaining materials and support. During a transition, teachers

may provide review, reading, or printed assignments.

In the event of a school closure, a daily instructional schedule will be shared with students and parents via phone calls, emails, and postings on Google Classroom. Once the schedule is established, virtual classes will be conducted, and assignments will be made available online. All Google Classrooms are synced to Powerschool. Parents will be notified of assignments, and updates provided to students. Students and staff may use virtual meetings to meet and continue receiving instructional support. If a student requires access to Wi-Fi or a computer, both will be provided. Students may pick up devices from the front office, or necessary materials will be delivered by a staff member if needed.

Conditions for Resuming Access to In-Person Instruction

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

In-person instruction will resume when evacuation orders are lifted; buildings and instructional spaces are safe; power, water, sanitation, ventilation, communication, and life-safety systems are functioning; air quality and access routes are safe; and sufficient staff and meal-service capacity are available. OSA may use phased reopening, hybrid instruction, adjusted schedules, or an approved alternative location if only part of the campus is available.

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
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Oakland School for the Arts 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. Digital materials will be posted in OSA's designated learning platform. When needed and available, OSA may distribute devices, hotspots, chargers, textbooks, instruments, art supplies, printed packets, and other course materials through pickup.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity. Students will access and submit schoolwork through the designated learning platform, email, shared documents, digital portfolios, photographed or recorded work, mail, telephone conferences, or safe physical drop-off. Teachers will provide clear weekly directions and flexible alternatives when emergency conditions prevent normal access or timely submission.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Oakland School for the Arts 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.

OSA will share an initial notice as soon as reliable information is available and provide updates through multiple channels. During an active disruption, updates will be provided when conditions or plans change and at a predictable interval when conditions are stable. Messages will identify closures, schedules, instructional access, material distribution, support services, and reopening information and will be translated or interpreted as needed.

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.

OSA will maintain an inventory and checkout process for school devices, hotspots, chargers, software, and available digital arts tools. Students and staff will use core learning and communication platforms during normal operations so a transition is familiar. OSA will provide technical support and retain low-bandwidth, downloadable, and printed alternatives.

Instruction and Assessment

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

Teachers will prioritize essential standards, course outcomes, graduation requirements, and arts pathway learning goals. Student progress may be monitored through assignments, projects, formative checks, conferences, performances, portfolios, practice logs, and other evidence of learning. Additional support may include tutoring, small-group instruction, check-ins, virtual office hours, reteaching, and modified pacing.

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.

OSA will identify barriers and provide equitable access through devices, connectivity support, accessible digital or printed materials, flexible schedules, asynchronous options, interpretation and translation, and alternative assignments. Particular attention will be given to students with disabilities, English learners, students experiencing homelessness, foster youth, displaced students, and students without reliable technology.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

OSA will continue to implement IEPs in accordance with applicable state and federal requirements. Case managers and service providers will coordinate accessible materials, accommodations, specialized instruction, related services, family communication, and virtual or otherwise accessible IEP meetings. Services, participation, and any emergency-related interruption will be documented and reviewed by the IEP team as needed.

English Learners (EL)

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

English learners will continue to receive integrated and designated English language development aligned with the California English Learner Roadmap. Supports may include language objectives, modeling, visuals, vocabulary support, sentence frames, structured interaction, small-group instruction, tutoring, translated family communication, interpretation, and multiple ways to demonstrate learning.

Professional Learning

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

If remote instruction is required, OSA will provide staff support on learning platforms, accessible and low-bandwidth lesson design, independent study requirements, student engagement, digital assessment, family communication, special education accommodations, English learner supports, and trauma-informed practice. Academic and Arts faculty will collaborate to adapt instruction and share practices developed during OSA's prior remote-learning experience.

OSA will provide weekly or bi-monthly professional development. Content-Area or Grade Level departments will meet to discuss the needs of the students they serve and strategies to continue providing access to rigorous, supported coursework that is accessible for all students. OSA will continue to work with the staff to ensure that they have all of the resources and support they need to provide online learning.

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.

Counseling, wellness, health, and student support staff may provide secure virtual or telephone check-ins, and referrals to community or emergency providers.

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

OSA will maintain emergency water and supplies consistent and coordinate with local emergency, health, utility, facility, and community partners. Students and staff will not return to a site without safe water, sanitation, power, emergency access, and required life-safety systems. Approved alternative locations or distribution points may be used until essential services are restored.

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.

OSA will adapt special education, counseling, academic support, after-school programming, student activities, and family services to remote, hybrid, or alternative-site formats when feasible. Families will receive information about meal access, available community resources, and changes to school-based services. Services that cannot continue safely will be documented and prioritized for in person return.

Site-Based Collaboration

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

Administrators, academic and arts faculty, special education and student support staff, operations and technology staff, students, families, governing body representatives, and appropriate partners will contribute to this ICP through meetings, surveys, feedback, safety planning, and public review. After an emergency, OSA will review implementation and incorporate lessons learned.

2026-27 Instructional Continuity Plan (ICP) for Oakland School for the Arts Page 5 of 6

Return to Site-Based Learning

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

OSA will return to site-based learning after the campus or an approved alternative site is cleared for safe operation and essential utilities, accessibility, emergency systems, staffing, communication, transportation, meal service, and instructional spaces are available. Families will receive the reopening date, schedule, safety expectations, and any temporary program changes. Academic and artistic recovery will be monitored after return.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into Oakland School for the Arts's Comprehensive School Safety Plan (CSSP).

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

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

OSA will review this ICP at least annually as part of the Comprehensive School Safety Plan review and adoption cycle and after any activation, major drill, change in law or guidance, or identified gap. Revisions will consider feedback and lessons learned from students, families, staff, governing body representatives, and appropriate community or public-agency partners.

2026-27 Instructional Continuity Plan (ICP) for Oakland School for the Arts Page 6 of 6