

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
Coronado Unified School District	All CUSD School Sites	CUSD District Office	(619) 522-8900

Introduction and Purpose

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

This Instructional Continuity Plan (ICP) was last revised on May 2026 and adopted by All CUSD School Sites on May 2026 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 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.

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

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media
- Flyers

Plans for Unforeseen Events

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

During unforeseen events, CUSD has multiple methods to communicate with educational partners. This will ensure that communication continues in the event that damage to one or more communication methods is impacted.

Support for Unique Needs

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

CUSD recognizes that one of the most critical components to assess and monitor on an ongoing basis is the mental health, social-emotional and academic needs of our students. CUSD will pay close attention to students' increased mental health concerns during any unforeseen event and will provide additional resources on an individual basis. CUSD has a robust MTSS system in place to monitor student wellness (social-emotional, mental health and academics) and has tiered structures of support at the ready to meet the ongoing needs of 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, All CUSD School Sites will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

CUSD students have access to an individual device, providing for a seamless transition for instruction to continue in-person, hybrid or remote as soon as possible.

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, All CUSD School Sites 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.

CUSD will ensure access to devices and connectivity for all students and staff to support remote instruction. CUSD will continue to use our Technology Checkout Form to track hardware and ensure all students and staff have what they need to be successful in a remote learning environment. CUSD recognizes and has resources in place to support families relative to navigating digital curriculum and resources. CUSD will also connect with individual students/families who are not engaging in remote learning and provide the necessary supports.

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.

CUSD staff will communicate with students and families the guidelines and procedures for procuring digital and non-digital materials.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

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

CUSD staff will communicate with students and families the processes for accessing school content, assignments, learning platforms and submitting schoolwork. The process will vary by grade level.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

All CUSD School Sites 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.

More information regarding temporary reassignment will be communicated in the event that in-person learning is severely disrupted and county officials deem learning spaces unsafe for instruction.

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.

CUSD is committed to providing clear, timely and consistent communication to all school stakeholders in the event of an emergency that disrupts regular instruction. In the event of an emergency, CUSD will activate our emergency communication plan to ensure ongoing instructional continuity and safety. Methods of communication may include email, text alerts, phone calls, school website, Canvas (learning management system), Synergy (student information system), and social media. Communication will take place at various frequencies, including initial notification, real-time alerts as needed, daily updates and weekly summaries 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.

CUSD students have access to an individual device, providing for a seamless transition for instruction to continue in-person, hybrid or remote as soon as possible. CUSD will ensure access to devices and connectivity for all students and staff to support remote instruction. CUSD will continue to use our Technology Checkout Form to track hardware and ensure all students and staff have what they need to be successful in a remote learning environment. CUSD recognizes and has resources in place to support families relative to navigating digital curriculum and resources. CUSD will also connect with individual students/families who are not engaging in remote learning and provide the necessary supports.

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.

CUSD is committed to ensuring that students continue to make academic progress during emergency-related school closures through prioritized, standards-aligned instruction and consistent support. Prioritization of essential learnings will include grade-level and subject-specific identification of essential standards in core subjects (CUSD has already done this work during the COVID-19 pandemic), creating clear objectives through weekly instructional plans that include standards-aligned learning

objectives that are measurable, focused, and developmentally appropriate, and pacing guides that are adjusted to reflect reduced in-person time and focus on critical content. Monitoring student academic progress is a critical component of the CUSD instructional continuity plan. Formative assessments, summative assessments and progress monitoring will occur in alignment with the CUSD site assessment calendars. In collaboration with the classroom teacher, assigned certificated and classified support staff will work individually with identified students to provide academic support and intervention via one-on-one and small groups.

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.

CUSD will provide targeted support for students with unique needs, including our English learners, students with exceptional needs, students in foster care and students who are experiencing homelessness. CUSD staff will ensure that our homeless children be provided with assistance and/or social services to address basic needs, with priority on free and reduced-price meals or assistance under the McKinney-Vento Homeless Assistance Act, counseling support and/or referrals to outside agencies, and individual instruction when necessary. CUSD will continue to ensure that all at-risk students have access to computer devices and the internet for distance learning. We will also continue to provide families with information via CUSD newsletters on emergency food distributions (in addition to what our Food and Nutrition Department is providing), mental health resources, and other forms of community aid and resources to our families. In addition to working with individual families to meet their specific needs, feedback will be regularly solicited to determine next steps to support our students. Throughout our entire CUSD system, we will continue to strive to ensure the academic and social-emotional needs of our unduplicated students are met. Teachers, support staff and counselors at each school site will continue to collaboratively support our students in need of academic interventions. Site counselors, teachers, support staff and administrators will continue to reach out to students and provide individual support.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Students with disabilities will continue to receive specialized academic instruction and related services per the current Individual Education Plan (IEP). CUSD staff will ensure foster youth will be provided with assistance and/or social services to address basic needs, with priority on free and reduced-price meals, counseling support and/or referrals to outside agencies, and individualized instruction when necessary.

English Learners (EL)

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

For our English learners (EL), English language development (ELD) teachers have created and will provide a variety of learning activities and access to software programs designed for distance learning to supplement the daily designated and integrated ELD lessons that will be implemented by the classroom teachers. ELD teachers will regularly meet with EL students virtually to support language development and assist with scaffolding teacher provided distance learning lessons.

Professional Learning

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

Preparation for remote instruction took place during the COVID-19 pandemic. In the event that an emergency forces CUSD to pivot to remote instruction, CUSD will utilize similar instructional strategies, resources and professional learning refreshers to equip staff with the tools they need to facilitate remote instruction. Professional learning topics previously covered focused on our virtual LMS platforms (Canvas, Google Classroom and Seesaw), Zoom, and curriculum/publisher specific distance learning resources. Teachers were also provided time to develop and complete their first unit of study for distance learning using uniform elementary and secondary distance learning templates to ensure that all components are incorporated for equity, access and continuity of learning. These templates incorporate not only the curriculum topics and lesson descriptions (aligned to CUSD adopted curricula), but follow a research-based, backwards design model (Wiggins and McTighe; Hattie; Fisher and Frey), ensuring that all lessons are standards-based, focusing on the essential understandings/learnings and incorporate technology in order to provide robust and rigorous synchronous and asynchronous instruction and learning activities via a distance. Here are links to the templates:

1. Elementary Distance Learning Unit Template: <https://drive.google.com/file/d/11YoPcc9Z5nqonLkWQTy6B7V0pE4N8B9Q/view?usp=sharing>

2. Secondary Distance Learning Unit Template: <https://drive.google.com/file/d/1qMyRbwibNP6VFTUjps1O2iYW9AD0aC0/view?usp=sharing>

Teachers also had the opportunity to choose additional professional learning technology workshops as it pertained to their individual needs. Examples of these live and pre-recorded workshops included: publisher specific trainings (Benchmark Advance, Bridges), LMS platforms (Canvas, Google Classroom, Seesaw), screencastify, desmos, seesaw, raz kids, mystery science, jamboard, wikiprojects, IXL, flocabulary, explain everything, flipgrid, and chrome extensions. Additional professional learning also included SDCOE facilitated training on how to build connections and relationships in a virtual environment, refresher trainings on technology platforms and applications, in addition to targeted professional learning related to creating meaningful formative and summative assessments in a virtual environment, and developing essential learnings for units of study. Individual teacher support will be provided on an ongoing basis.

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.

CUSD recognizes that one of the most critical components to assess and monitor on an ongoing basis is the mental health and social and emotional well-being of our students and staff. CUSD will pay careful attention to students' increased mental health concerns. Drop-in and scheduled counseling appointments will continue to be available. Counseling and/or other support services, and/or referrals to other agencies are available to assist students dealing with social-emotional issues resulting in stress, anxiety, depression, grief, and other mental health topics. Military Family Life Counselors (MFLCs) are available on every school site for military-dependent student counseling.

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

All CUSD schools are equipped with water filling stations. The school nurse maintains emergency kits with basic medical supplies and over-the-counter items as permitted by district policy. Students with medical needs provide labeled medications to be stored securely in the school nurse's office.

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 food services department is poised to pivot and provide meals to families in the event of an emergency (breakfast and lunch) via curbside pick-up. Students with disabilities will continue to receive specialized academic instruction and related services per the current Individual Education Plan (IEP). Throughout our entire CUSD system, we will continue to strive to ensure the academic and social-emotional needs of our unduplicated students are met. Teachers, support staff and counselors at each school site will continue to collaboratively support our students in need of academic interventions. Site counselors, teachers, support staff and administrators will continue to reach out to students and provide individual support.

Site-Based Collaboration

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

The ICP plan closely mirrors the learning continuity plans developed during the COVID-19 pandemic. As such, during the development of the COVID plan, CUSD provided shareholders with multiple opportunities to be a part of the planning process and development of the CUSD Learning Continuity and Attendance Plan. CUSD stakeholders include representatives from the following groups: students; parents/guardians; administrators; teachers (Association of Coronado Teachers) and classified staff (California School Employees Association); D/ELAC; various parent/school committees; Coronado SAFE (School and Family Enrichment); Military Local Planning Council and military partnerships. Strategic efforts were made to solicit specific feedback from the above advisory committees, which includes parents of foster youth, homeless youth, low income youth, English learners, military-dependent students. Methods for soliciting feedback included surveys, town hall meetings, a task force and weekly cabinet meetings.

Return to Site-Based Learning

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

All health and safety protocols must be in place in order to return to in-person instruction. CUSD will follow the guidance of regulatory agencies to ensure that we meet the criteria to safely reopen campuses for in-person learning.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into All CUSD School Sites's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of All CUSD School Sites'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.

The ICP will be a pdf attachment on all site and district CSSPs.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

The ICP will be reviewed and updated annually.