

LEAs will use this planning template to describe their plan for addressing the academic and well-being needs of all students, including how they will meet [federal](#) and [state](#) requirements to address the disproportionate impact of COVID-19 on certain subgroups of students through key investments in evidence-based activities and [Louisiana Comeback Commitments](#). LEAs must submit their plans by **September 30, 2021** in the *Achieve!* eGMS application.



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School System Leader Name Millie M. Harris	
School System Leader Signature <i>Millie Harris</i>	Date 09/29/2021 Updated 11/8/21

NEEDS ASSESSMENTS ✓ ✓ ✓

How will the LEA identify the disproportionate impact of COVID-19 on student groups¹, which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? (check all that apply)

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- State administrative data, such as unemployment claims
- Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- Conversations with community (stakeholder input)
- Student enrollment and attendance data
- Student chronic absenteeism data
- Student instructional mode (virtual, hybrid, in-person)
- Student course enrollment data
- Other: Student mental health data collected using a universal screener
- Other: Click or tap here to enter text.

Criteria Checklist

- The LEA reviews and analyzes progress and gaps in all data sets to identify the disproportionate impact of COVID-19 on student groups.
 - Across all data sets, the LEA establishes the greatest needs and identifies the reasons the needs exist.
 - The LEA sets system-level improvement goals for the areas of greatest needs across all data sets, and interim goals that indicate progress.
 - The LEA partners with school leaders to set school-level improvement goals that are aligned to the LEA goals (if applicable).
- JCFA (W1A) a single school LEA.

¹ [ARP ESSER Fact Sheet/](#)

Commitment: **ATTENDANCE & WELL-BEING** ✓ ✓

Key Investment: **Attendance**

ESSER II

74000

ESSER III

\$ 355860

How will the LEA identify students who need to be re-engaged?

JCFA will review year-over-year attendance data, alongside instructional method for 20/21 school year, to determine which students who are returning for the 2021/2022 school year need to be re-engaged. For the 2021/22 school year, and going forward, JCFA will review weekly/bi-monthly attendance data and academic credit attainment/progress data to determine trends and identify if there are students who need additional supports.

Average attendance was down by 18% in 20/21 over 19/2

3% students were on a virtual schedule for more than 50% of the year due to high infection rates

Enrollment dropped by almost 18% year over year

Attendance and proficiency rates on LEAP 2025 exams were dramatically lower than the two years before (down more than 10%). JCFA students do not have a strong academic record and traditionally have poor attendance habits over their complete academic record. Lost learning opportunities are often the driving factor for students enrolling in JCFA.

JCFA did not see loss of attendance in 2019/20 due to enhanced medical problems related to COVID, but did experience a drop in student engagement equal to 50% of the March enrollment, or 110 students, between March and June 2020.

63% of students, or 164 returned for the 20/21 school year. All of these students were on a hybrid schedule for 5 months.

During the hybrid schedule, 68% of students did not meet JCFA's attendance requirement.

A total of 13%, or 29 students, remained on a virtual schedule after November.

Economically disadvantaged students had the highest rates of disengagement based on attendance, race did not present as a factor for attendance

Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

Re-engagement supports

Drop-out early warning systems

Other: Click or tap here to enter text.

Other: Click or tap here to enter text.

How will the LEA seek to re-engage students with poor attendance?

JCFA will hire up to two Student/Family Engagement Case Managers to engage students and their support system. Each SFE will have a case load of up to 35 students each month.

The case managers will review the attendance weekly (using Edgenuity session logs and daily attendance reported in Jcampus) and identify the barriers that students and their support systems are facing. Barriers will be identified using in-person meetings with parents and students, mental health screeners, and student and family surveys. In-person meeting frequency will be determined based on attendance and progress attainment (Edgenuity reports).

Once the barriers are identified, the SFE will help identify and connect the student and their support system to resources to remove the barrier to attendance. To support the SFEs, JCFA is purchasing two vans to all the case managers to network with community resources and connect students and their support systems with resources to address barriers to attendance exacerbated by COVID.

The SFE will use the local sis data for attendance, Edgenuity progress data for academic progress, and review with faculty the work ethic grades for students on a bi-weekly basis. The data gathered from these sources, and the weekly check-in/check-outs with the SFE will be used to develop, track, and amend student PIPs. The PIPs will have attendance, academic progress, and behavior goals. PIPs will be monitored weekly and will be a 30-45 days plan based on the student’s needs. PIPs will include academic progress goals designed to increase student credit attainment and academic achievement (trackable via Edgenuity by students, parents, and teachers), attendance goals designed to increase student attendance averages week over week (via Jcampus and Edgenuity session logs) and bi-weekly Work Ethic scores which take into consideration the effort students are putting into their class work (Jcampus).

The SFE’s caseload will be reviewed monthly to determine if barriers have been removed and a particular student’s attendance has increased and can be moved off the active caseload. Additional students will be added in a similar fashion.

Overall goals:

Students identified will increase monthly attendance rate to 70%

Students identified will earn 1.5 core credits and 2.5 total credits each semester they are enrolled for 90 days or more

Key Investment: Well-Being	ESSER II	\$	ESSER III	\$ Click or tap here to enter text.
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How will the LEA identify students who need mental and behavioral supports?

JCFA will use the SAEBRS universal screener to support the identification of students who need mental and behavioral supports. The SFE and on-site social worker will provide direct service supports to students who are identified using the SAEBRS or who self-identify the need for supports. The SFE and on-site social worker will provide teachers with trauma-informed PD to create supportive classrooms. Trainings in trauma informed classrooms will occur in August and in May. JCFA has a July 1-June 30th calendar.

The SAEBRS screener will be used to identify the number of students who need supports. JCFA has a rolling enrollment and students will be identified within 30 days of enrollment. 55 additional students were identified in 2020/2021 as needing additional mental health supports using the screener.

(For Students) Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Mental and Behavioral Health
- Character Building
- Trauma-informed care
- Full Service Community Schools
- Adoption/ integration of SEL curriculum
- Professional development for staff
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

(For Students) Describe the LEAs plan for implementing evidence-based activities.

JCFA’s partnership with Communities in Schools to provide mental health services for the students on campus. The SFEs and social workers will use data from the SAEBRS screener, attendance data, behavioral data, and student meeting data to prescribe professional development topics for faculty and staff, and to create a calendar of group services and school activities. Activities and services will be reviewed to determine the impact on mental health.

The SAFE and social workers will provide direct services to students who flag for service needs using a multitier approach. Small group and individual counseling sessions will address specific mental health problems, and a high school appropriate SEL curriculum will be used to provide whole school supports.

Goals:

Increase overall campus attendance rate to 78%

Decrease suspensions by 25%

(For Educators) Which evidence-based activities will the LEA invest in using ESSER II & III funds? *(check all that apply)*

- Mental and Behavioral Health (virtual health coaches)
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

ATTENDANCE & WELL-BEING	2021-2022 Total Funding Commitment	\$ 429860
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Commitment: RECOVERY AND ACCELERATION ✓✓✓

Key Investment: **Targeted Learning Support**

ESSER II

\$ 131423

ESSER III

\$ 26680

How will the LEA identify the disproportionate impact of COVID-19 on student groups², which include underrepresented student groups, including each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness and youth in foster care? *(check all that apply)*

- Student demographic data, such as race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessments
- State administrative data, such as unemployment claims
- Health data, such as local Covid-19 infection rates or hospitalizations due to Covid-19
- Conversations with community (stakeholder input)
- Student enrollment and attendance data⁷
- Student instructional mode (virtual, hybrid, in-person)
- Student course enrollment data
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

How will the LEA allocate funds to students most impacted by the Covid-19 pandemic? *(Please describe the formula or decision-making rubric to allocate funds across schools).*

² [ARP ESSER Fact Sheet](#)

JCFA is a single school LEA serving students 9-12th grade who are overaged and under credited. JCFA is a non-traditional alternative school.

JCFA has reviewed year-over-year data on a whole school level, as well as across groups of students to determine the best investment of funds. LEAP 2025 proficiency rates rose slightly in 2020/21 and passing rates dropped by 5%. There were similar drops across all subgroups with African American/Economically Disadvantaged students seeing the largest drop. While proficiency rates rose, JCFA has only a small population of students performing at Mastery or above (22% in ELA and 13% in Math). JCFA has identified Algebra 1 as a gateway course for students. Students who are unable to pass the Algebra 1 LEAP 2025 with a Basic or above are more likely to dropout than those students who struggle in the ELA courses.

Students are assessed at enrollment using the TABE. Based on TABE data in 19/20, 20/21 and in early 21/22, the average student enrolls with less than a 5th grade math level.

Based on enrollment numbers at the beginning of the 21/22 academic year, 3 students are first time 9th graders. Of those 3 students, 2 flag for supports using Act 294. JCFA is supporting students

Based on the small number of students enrolled as FTF's and the larger population of students who are enrolled as overaged freshmen who have not earned the Algebra 1 credit, JCFA is focusing the remediation efforts on students enrolled in Math Essentials and Algebra 1. These are students who would have been enrolled in 8th or 9th grade in 2019/20 or 20/21 and have not earned the Algebra 1 credit due to the loss of learning over the COVID pandemic disruption. There are 33 students enrolled in Algebra 1 and 26 students in Math Essentials at the start of the school year.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- High-dosage Tutoring (ELA and Math) *(if tutoring takes place during summer school or before or after school programs please use those categories)*
- Literacy Interventions and Extensions
- Individual Graduation Plans (IGP)
- Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based interventions address those disproportionate impacts?

JCFA will provide additional tutoring and intervention support during the traditional academic day for students in Math Essentials and in Algebra 1 by hiring a Math Interventionist.

JCFA selected to invest funds in this content area based on 19/20 and 20/21 LEAP results and credit attainment as per the transcript.

One-on-one and small group tutoring using high quality curriculum will occur twice a week.

The interventionist will develop a caseload based on TABE, 8th grade LEAP assessment results, and credits listed on the transcript. Tutoring will be offered to students twice a week to improve fundamental skills. Pre and post test data will be used to determine the length a student is enrolled in the tutoring supports. The goal is for 80% of the students who are identified to participate in the targeted support will earn a credit in Algebra 1 or Math Essentials

by the end of the academic year. 70% of all testers on the Algebra 1 LEAP will score proficient, and 30% will score Mastery or above, doubling the prior year results.

In addition to the interventionist, JCFA will maintain three full-time math teachers despite the drop in enrollment to ensure small class sizes across the math curriculum.

How will the LEA provide expanded support for students who did not score mastery or above on the state-wide assessment? (all areas outlined in [Act 294](#) should be addressed)

An in-class tutor will focus supports in core math courses to ensure that students are performing at the Mastery level. For those students who did not meet the Mastery level but have passed the LEAP course, the in-class tutor will provide supplemental learning directed at addressing the content missed during the previous school years. Tutoring will be offered five days a week during the normal academic day. The in-class tutor will pull students based on weekly academic progress and provide direct support for each student on the caseload twice a week. In addition to these supports, all students enrolled in a LEAP course will receive 1 hour of intense test prep for eight weeks to ensure that the students have a firm understanding of all standards tested.

JCFA serves overaged students in grades 9-12, only 3 students were enrolled in 8th grade in 20/21 and are first time freshmen in 201/22.

Key Investment: **Before and After School Programs**

ESSER II

\$ [Click or tap here to enter text.](#)

ESSER III

\$ 1801

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Partner with organizations to provide before and/or after school programs
- Partner with vendors to specifically provide tutoring before and/or after school
- Develop and implement an LEA direct-run before/ after school program, staffed by LEA educators
- Other: [Click or tap here to enter text.](#)
- Other: [Click or tap here to enter text.](#)

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

JCFA will provide after-school tutoring using Eureka math curriculum for students who demonstrate lost learning based on credit attainment, attendance, and TABE scores. The additional extend day supports will allow for targeted small group and one-on-one instruction. This will occur three days a week, one hour a day.

The subject area teachers for Algebra, Math Essentials and Geometry will provide the after-school tutoring. Pre and post-tests based on state standards and LEAP 2025 assessments will be used to monitor the growth of students. Academic progress within the Edgenuity courses will be monitored weekly by the teachers.

Key Investment: **Summer Learning Programs**

ESSER II

\$ 0

ESSER III

\$ 0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Vendor-provided summer learning programs
- Partner with organizations to provide summer learning programs

- Partner with vendors to specifically provide tutoring during summer programming
- Develop LEA direct-run summer learning program, staffed by LEA educators
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

Click or tap here to enter text.

Key Investment: **Extended Instructional Time**

ESSER II

\$ 0

ESSER III

\$ 0

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Extended school day *(if implementing before/ after school programs separate from the school day, please use that category)*
- Extended school week
- Extended school year
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Key Investment: **Individual Student Plans for Success**

ESSER II

\$ Click or tap here to enter text.

ESSER III

\$ 163309

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Individual Graduation Plan (IGP)
- IGP Planning Partner
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address disproportionate impacts?

JCFA will use a Student Liaison to work with students to ensure that all students are aware of their graduation pathway requirements, and that students and their support systems have access to post-secondary transition resources. The Student Liaison will be a dedicated team member who is tracking student progress and credit attainment, and who can meet with students to ensure they understand the impact of attendance and academic achievement on graduation.

SL will conduct 30, 60, and 90 days reviews for each student upon enrollment and will communicate progress towards credit attainment with the student's support system once every six weeks.

In addition to cohort tracking, the Student Liaison will help identify career and college exploration activities for students to expand opportunities for post-secondary training and education. On campus lunch and learns will be set monthly based on career interest inventories completed by the students during the enrollment process.

The SL will use course progress data from Edgenuity and transcript data to track credit attainment and progress toward graduation. Course progress data will be monitored weekly for all students by classroom teachers and bi-monthly by the SL. Reports will be sent to parents every six weeks. The credit attainment goal is 1.5 core credits and 2.5 total credits per semester for each student enrolled in a semester for 90 days.

RECOVERY AND ACCELERATION	2021-2022 Total Funding Commitment	\$ 323213
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓✓✓

Key Investment: School Improvement Best Practices	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Instructional Leadership Teams (ILT)
- Teacher Collaboration (Common Planning/PLC/ Cluster)
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address the disproportionate impact of COVID-19 on subgroups of students?

Click or tap here to enter text.

Key Investment: Literacy Professional Development	ESSER II	\$ 0	ESSER III	\$ 0
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Literacy Content Leaders
- Literacy Coaches
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?

Click or tap here to enter text.

PROFESSIONAL LEARNING & DEVELOPMENT 2021-2022 Total Funding Commitment	\$ Click or tap here to enter text.
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EARLY CHILDHOOD EDUCATION ✓				
Early Childhood Program Expansion	ESSER II	\$ 0	ESSER III	\$ 0
<p>Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input type="checkbox"/> Ready Start Networks</p> <p><input type="checkbox"/> Fund Pre-K seats</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
<p>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</p> <p>Click or tap here to enter text.</p>				
Early Childhood Program Enhancement	ESSER II	\$ 0	ESSER III	\$ 0
<p>Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)</p> <p><input type="checkbox"/> CLASS Certification</p> <p><input type="checkbox"/> Professional Development from High-Quality Instructional Materials Vendor Guide</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p> <p><input type="checkbox"/> Other: Click or tap here to enter text.</p>				
<p>Click or tap here to enter text.</p>				
<p>Describe the LEAs plan for implementing evidence-based activities. How will the selected evidence-based activities address those disproportionate impacts?</p> <p>Click or tap here to enter text.</p>				
EARLY CHILDHOOD EDUCATION 2021-2022 Total Funding Commitment			\$ 0	

SCHOOL SAFETY & OPERATIONS ✓				
Safe School Reopening	ESSER II	\$15339	ESSER III	\$
<p>Provide the URL to the following LEA documents:</p>				
School Reopening Plan for In-Person Learning	https://jcfa.co/wp-content/uploads/2021/09/JCFA_StrongStart2021Plan.pdf			

COVID-19 Vaccination policies for staff and students	https://jcfa.co/wp-content/uploads/2021/09/JCFA_StrongStart2021Plan.pdf
Mask wearing policies for staff and students	https://jcfa.co/wp-content/uploads/2021/09/JCFA_StrongStart2021Plan.pdf
Physical distancing, cohorts, or learning pods	https://jcfa.co/wp-content/uploads/2021/09/JCFA_StrongStart2021Plan.pdf

If all information is in the main School Reopening Plan, please enter the same URL for each.

Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Provide vaccinations to educators, other staff, and students, if eligible
- Support universal and correct wearing of masks
- Physical distancing (e.g., including use of cohorts/learning pods)
- Handwashing and respiratory etiquette
- Cleaning and maintenance of healthy facilities, including improving ventilation or hvac systems
- Contact tracing in combination with isolation and quarantine, in collaboration with the state, local, territorial, or tribal health departments
- Diagnostic and screening testing
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Continuity of Teaching & Learning	ESSER II	\$ 55120	ESSER III	\$ Click or tap here to enter text.
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Which evidence-based activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Staff Training/Professional Development to support remote learning or safe reopening
- Educational technology (computers/ laptops)
- Educational technology (software/ programs)
- Mobile hotspots with paid data plans
- Internet connected devices with paid data plans
- Cost of home internet subscription
- Cost of home internet through LEA-managed wireless network
- Other: In-person work in 20/21
- Other: Zoom access

SCHOOL SAFETY & OPERATIONS	2021-2022 Total Funding Commitment	\$ 70459
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DATA INFRASTRUCTURE ✓

Data Infrastructure	ESSER II	\$ 0	ESSER III	\$ 0
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Which activities will the LEA invest in using ESSER II & III funds? (check all that apply)

- Early warning system to track student progression
- Data security/cybersecurity
- Data storage
- Staff upskilling in data literacy/science/analysis
- Statistical programs or analytics software
- Enterprise data warehouse
- Data dashboards or other activities to improve public transparency
- Other: Click or tap here to enter text.
- Other: Click or tap here to enter text.

Describe the LEAs plan for implementing evidence-based activities.

Click or tap here to enter text.

DATA INFRASTRUCTURE 2021-2022 Total Funding Commitment

\$ Click or tap here to enter text.