

2022-2023 Louisiana Comeback 2.0 Directions: School systems will review their SY 2021 and SY 2022 LEAP 2025 data to revise their Academic Recovery and Acceleration Plans in accordance with [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 in the *Achieve!* eGMS application by September 30, 2022. Completion of Act 294 sections are required for an approved plan. Data must be included in narrative responses for an approved plan.**

LEA Name JCFA East	LEA Code W1A	Enter Grade levels served 9-12
Planning Contact (name) Millie Harris		
Planning Contact (title) Executive Director		
Planning Contact (email) Millie.Harris@jcfa.co		
Planning Contact (phone) 504-296-0987		
Fiscal Contact (name) Same as above		
Fiscal Contact (title) Click or tap here to enter text.		
Fiscal Contact (email) Click or tap here to enter text.		
Fiscal Contact (phone) Click or tap here to enter text.		
School System Leader Name Millie Harris		
School System Leader Signature	Date 9/23/2022	

Directions: For plan approval, the following must be completed:

- Data must be used when providing a narrative response to a key investment.
- LEA should not write a narrative if a different funding source is being used for a specific key investment or indicate N/A.
- LEA should indicate the funding amount for each specific key investment that will use ESSER funding.
- All grade-levels should be represented in your plan (federal requirement); however, grades 4th – 8th data should be specifically referenced in the Recovery and Acceleration Commitment section of the plan (state requirement – Act 294).
- If other is selected as an option, please add content to represent “other”.

NEEDS ASSESSMENTS ✓ ✓ ✓

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

- Student demographic data, such as gender, race or ethnicity, FRPL eligibility, or English learner status
- Student outcome data, such as assessment scores
- 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: Click or tap here to enter text.
- Other: Click or tap here to enter text.

LEAs will submit the 2022 -2023 Academic Recovery and Accelerations Plans in eGMS by September 30, 2022, with the following assurances:

- The proposed actions in this plan comply with the state board and local rules and regulations pertaining to pupil progression plans.
- Supporting budgets comply with local, state, and federal requirements, including but not limited to those enacted pursuant to the federal Elementary and Secondary School Emergency Relief Fund.
- Evidence-based activities identified for the 20% of ESSER III reservation requirement adhere to Section 8101(21)(A) of the ESEA.
- The LEA collected and incorporated public input in their Academic Recovery and Acceleration Efforts.
- The LEA must periodically, but no less frequently than every six months, review, and, as appropriate, revise its plan, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023).
- Budgets in **eGMS** will be revised to reflect key investments funding commitments captured in the LEA's 2022 - 2023 Academic Recovery and Acceleration Plan.

Commitment: ATTENDANCE & WELL-BEING ✓✓

2022-2023 Key Investment: Attendance	ESSER II	\$18750	ESSER III	\$57500
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

2022-2023 Key Investment: Well-Being	ESSER II	\$28125	ESSER III	\$57405
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

The **Attendance and Well-Being Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from both **key investments in the narrative response**.

JCFA is a dropout prevention and recovery charter high school. Historically, attendance and truancy issues plague students enrolled, and the COVID pandemic exacerbated those concerns. JCFA East’s attendance rate for the 21/22 school year was 48.16%. Students reported a variety of reasons for missing school: responsible for ensuring sibling(s) safety and education, illness or concern for illness, employment, mental health, lack of support at home.

Outcomes for 21.22To address the attendance and engagement concerns, JCFA hired a Student and Family Engagement Case Manager to directly support students and families. The SFE had a case load with an average of 35 students each month. JCFA’s goal was to increase attendance from an average of 45% in 20/21. The goal was 62%. While the goal was not met, progress was made. In addition to increasing attendance, the average number of credits earn by students went from less than 3, to an average of 3.52 credits. The credit attainment goal is 5.5

The case manager reviewed 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. Once the barriers were identified, the SFE worked to identify and connect the student and their support system to resources to remove the barrier to attendance.

The SFE used the local sis data for attendance, Edgenuity progress data for academic progress, and reviewed 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 were used to develop, track, and amend student PIPs. The PIPs had attendance, academic progress, and behavior goals. PIPs were monitored weekly and will be a 30-45 days plan based on the student’s needs. PIPs included academic progress goals designed to increase student credit attainment and academic achievement (trackable via Edgenuity by students, parents, and teachers), attendance goals were 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).

In addition to the support of the SFE, JCFA East employs a full-time social worker. All students are screened using a universal screener. The SFEs and social workers use the 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 are reviewed to determine the impact on mental health.

The SFE is part of the student support team which includes the SFE, a social worker, the Special Education team, the Coordinator of Student Opportunities, and the Director of Stakeholder Engagement.

Funds will be used to cover the SFE and the social worker’s salary and benefits, a portion of the Director of Stakeholder Engagement’s salary and benefits and the establishment of a DEWS

Overall goals for 22/23:

35 students with attendance rates of less than 60% will be the focus of the supports.

Students identified will increase monthly attendance rate to 65%

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

ATTENDANCE & WELL-BEING 2022-2023 Total Funding Commitment	\$161780
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Commitment: RECOVERY AND ACCELERATION ✓✓✓

LEAs must complete a minimum of two Recovery and Acceleration key investments for this plan to be approved.

How will the LEA provide expanded support for students who did not score mastery or above on the statewide assessment?

All areas outlined in [Act 294](#) should be addressed.

2022-2023 Key Investment: Targeted Learning Support	ESSER II	\$45000	ESSER III	\$63000
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: Before and After School Programs	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: Summer Learning Programs	ESSER II	\$0	ESSER III	\$7200
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: Extended Instructional Time	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: Individual Student Plans for Success	ESSER II	\$45000	ESSER III	\$24500
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

The **Recovery and Acceleration Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from at least two **key investments**.

Targeted Support, Summer Learning and Individual Plans

21/22 results:

Math Interventionist supported a case load of 15 students from March 1-June 30th. The students received individualized supports to better prepare the students for Algebra 1. The goal was for 90% of the students to pass the Algebra 1 LEAP and 60% to pass at basic or above. The actual results were 71% passed and 36% were basic or above.

In reviewing the LEAP and credit attainment data, JCFA has identified the need for supports in fundamental math and reading skills for students. JCFA provides additional tutoring and intervention support during the traditional academic day for students in Math using a Math Interventionist. In ELA, students are supported with an in-class tutor who can provide direct support based on a student’s baseline academic data and course progression data, and JCFA East employees a Reading Specialist to provide intervention to identified students.

The reading 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. The goal is for 80% of the students who are identified to participate in the targeted support will earn a credit in ELA 1 by the end of the academic year. 70% of all testers on the ELA 1 LEAP will score proficient, and 30% will score Mastery or above.

Summer: JCFA planned to use summer supports but was unable to provide those due to staffing shortages. Summer tutoring will be used in 2023. JCFA is a year-round school. Students who do not meet their growth targets for the LEAP by May of 2023 will receive additional supports over the summer. One hour, three times a week after the academic day. Students and teachers will use the Guide Books and Eureka Math curriculum to increase academic achievement for students. The desired outcome for students who fail the LEAP in April/May 2023 is to pass the LEAP during the June administration, and for all students to grow no less than 1 grade level as determined by the TABE benchmarking on June 1st and again at the end of the summer cycle June 30th.

JCFA has also identified special populations for support. JCFA’s students with IEPs and ESL students preformed an average of 10% below the overall population on LEAP test. JCFA will add a ESL in-class tutor to work with ESL students on language acquisition. A dedicated SpEd teacher will pull students with an IEP and 504 plan to focus on core subject areas that have been identifies as weaknesses after COVID closures in 19/20 and 20/21 and low credit attainment and LEAP scores in 21/22. Each will have a case load of no more than 21.

An in-class tutor will focus supports in core ELA 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.

In addition to the supports for students to increase academic skill levels. JCFA has employed a Coordinator of Student Opportunities to focus students on credit attainment and ensure matriculation to graduation. The CSO will work to keep students moving with their cohort and create individualized graduation plans to ensure students are graduating. JCFA serves overaged students in grades 9-12

Funds will be used for ACT and Pre ACT vouchers, stipends for teachers doing summer learning, Math Intervention salary, ELA tutor salary, Reading Interventionist salary, salary for the Coordinator of Student Opportunities and incentives for students to stay on cohort by earning credits.

IGP results from 21/22: JCFA East saw an increase of 18% in average credits earned by students. The goal was for an average credit increase of 25%. While the goal was not met, the increase insured that more students moved forward to graduation. The single year cohort graduation rate increased from less than 30% in 20/21 to 57% in 21/22.

Description of data being used to make the decisions around individual student plans: JCFA uses the following data: attendance, ACT/WorkKeys results, average credit attainment for students enrolled for 45 days or more, core course completion rates for students enrolled for 45 days or more, and students with fewer than 6 credits remaining as of 10/1. The CSO uses the previous data to determine which students need individualized coaching, which students are eligible for DE, and which students can be identified for graduation.

Description of the plan for rising seniors who have not passed LEAP 2025 assessments: JCFA does not often have students who have not passed the LEAP. All students, but especially students who are designated as Seniors, are provided test prep for each cycle and course of the LEAP test required for graduation. Seniors who are missing LEAP test to satisfy the graduation requirement are pulled for test prep for each test missing for each testing cycle (Fall, Spring and Summer). Test prep begins two months prior to the test, twice a week for an hour each session. Students complete a pre-test and a post-test prior to taking the LEAP

RECOVERY AND ACCELERATION	2022-2023 Total Funding Commitment	\$184700
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Commitment: PROFESSIONAL LEARNING & DEVELOPMENT ✓ ✓ ✓

2022-2023 Key Investment: School Improvement Best Practices	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

2022-2023 Key Investment: Literacy Professional Development	ESSER II	\$0	ESSER III	\$0
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Use the [guiding questions, examples, and resources](#) to provide a narrative response for this key investment.

Click or tap here to enter text.

The **Professional Learning and Development Commitment** can be written as one narrative response in this section. Please be sure to include response criteria from key investments.

Other funding sources used

PROFESSIONAL LEARNING & DEVELOPMENT 2022-2023 Total Funding Commitment	\$0
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SCHOOL SAFETY & OPERATIONS ✓				
2022-2023 Safe School Reopening	ESSER II	\$4500	ESSER III	\$0
Provide the URL to the following LEA documents.				
<p>School Reopening Plan for In-Person Learning https://jcfa.co/wp-content/uploads/2022/09/22-23.2_JCFAOrg__StudentParentHandbook.pdf</p> <p>COVID-19 Vaccination policies for staff and students https://jcfa.co/wp-content/uploads/2022/09/22-23.2_JCFAOrg__StudentParentHandbook.pdf</p> <p>Masking policies for staff and students https://jcfa.co/wp-content/uploads/2022/09/22-23.2_JCFAOrg__StudentParentHandbook.pdf</p> <p>Physical distancing, cohorts, or learning pods https://jcfa.co/wp-content/uploads/2022/09/22-23.2_JCFAOrg__StudentParentHandbook.pdf</p> <p style="text-align: center;"><i>If all information is in the main School Reopening Plan, please enter the same URL for each.</i></p>				
2022-2023 School Safety Operations	ESSER II or III budgeting for this section is not required as a part of this plan.			
<p>School Safety planning aims to help schools prevent, protect, mitigate, respond to, and recover from a range of school safety threats, hazards, and emergencies. This section of the ARAP has been added to assist school systems with facilitating discussions to create safe and supportive learning environments where students can thrive and grow. LEAs should begin this process by assessing each school's safety posture to create actionable next steps to consider.</p>				
<p>Use the guiding questions, examples, and resources to provide a narrative response to address emergency planning, threat assessments and reporting, and targeted violence.</p> <p>JCFA has increased access to on-campus nursing services, on-campus testing, and has PPE available to all students, staff and visitors. JCFA monitors illness and reports COVID cases regularly. Funds are used to provide PPE, ensure there are adequate sanitation supplies. JCFA does not require the COVID vaccine or masking on campus unless mandated by BESE.</p>				
SCHOOL SAFETY & OPERATIONS 2022-2023 Total Funding Commitment			\$4500	

Double Click to enter each Funding Commitment amount

SCHOOL SAFETY & OPERATIONS	2022-2023 Total Funding Commitment	\$	4,500.00
2022- 2023 Total Funding Commitment		\$	350,980.00

Please recheck your plan to ensure you followed the below directions.

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LEA 2022 - 2023 ARAP Status

- ARAP Approved
- ARAP Approved with contingencies: ARAP returned to LEA to revise based on reviewer feedback/comments
- ARAP **not approved**: LDOE Consultation Required -- ARAP returned to LEA to correct based on reviewer feedback/comments

Reviewer Initials **Click or tap here to enter text.**

Date Click or tap to enter a date.