

# American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

## Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor\\_1616080023247](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247)
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeusesinvestment.pdf>
- ED FAQs for ESSER and Governor's Emergency Education Relief (GEER): [https://oese.ed.gov/files/2021/05/ESSER.GEER\\_FAQs\\_5.26.21\\_745AM\\_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf](https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf)

## Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov). Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs

may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact [EmergencyServices@cde.ca.gov](mailto:EmergencyServices@cde.ca.gov).

## LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Los Angeles Academy of Arts and Enterprise Charter School

Option for ensuring safe in-person instruction and continuity of services:  
has developed a plan

1. Please choose one:

- The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

**NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.**

- The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

**NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.**

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

Los Angeles Academy of Arts and Enterprise is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

### Authority and Responsibility

David DeFrenza, Principal has overall authority and responsibility for implementing the provisions of this CPP in our workplace. In addition, all managers and supervisors are responsible for implementing and maintaining the CPP in their assigned work areas and for ensuring employees receive answers to questions about the program in a language they understand. All employees are responsible for using safe work practices, following all directives, policies and procedures, and assisting in maintaining a safe work environment.

## Identification and Evaluation of COVID-19 Hazards

We will implement the following in our workplace:

1. Conduct workplace-specific evaluations.
2. Evaluate employees' potential workplace exposures to all persons at, or who may enter, our workplace.
3. Review applicable orders and general and industry-specific guidance from the State of California, Cal/OSHA, and the local health department related to COVID-19 hazards and prevention.
4. Evaluate existing COVID-19 prevention controls in our workplace and the need for different or additional controls.
5. Conduct periodic inspections as needed to identify unhealthy conditions, work practices, and work procedures related to COVID-19 and to ensure compliance with our COVID-19 policies and procedures.

## Employee participation

Employees and their authorized employees' representatives are encouraged to participate in the identification and evaluation of COVID-19 hazards by: Sharing concerns on staff surveys, engaging in staff meetings, joining the Welcome Back Committee, participating in Board Meetings, and sharing concerns with school leadership.

## Screening

We screen our employees and students by:

LAAAE screens individuals, including employees and students, who come to campus with health screening questions to ensure they are not exhibiting symptoms consistent with COVID-19 and have not had recent contact with anyone who has tested positive for COVID-19 to the best of their knowledge.

## Correction of COVID-19 Hazards

Unsafe or unhealthy work conditions, practices or procedures will be documented and corrected in a timely manner based on the severity of the hazards, as follows:

1. The severity of the hazard will be assessed and correction time frames assigned, accordingly.
2. Individuals are identified as being responsible for timely correction.
3. Follow-up measures are taken to ensure timely correction.

## Physical Distancing

Where possible, we ensure at least six feet of physical distancing at all times in our workplace by:

1. Eliminating the need for workers to be in the workplace – e.g., telework or other remote work arrangements.
2. Reducing the number of persons in an area at one time, including visitors.
3. Visual cues such as signs and floor markings to indicate where employees and others should be located or their direction and path of travel.
4. Staggered arrival, departure, work, and break times.
5. Adjusted work processes or procedures, such as reducing production speed, to allow greater distance between employees.
6. Individuals will be kept as far apart as possible when there are situations where six feet of physical distancing cannot be achieved.

## Face Coverings

We provide clean, undamaged face coverings and ensure they are properly worn by employees over the nose and mouth when indoors, and when outdoors and less than six feet away from another person, including non-employees, and where required by orders from the California Department of Public Health (CDPH) or Los Angeles County Department of Public Health (LACDPH). Face coverings will be provided as needed from the main office for individuals whose masks are missing, unclean, or damaged. Employees who encounter a non-employee who is not wearing a face mask will report the incident to the administration for immediate follow up.

The following are exceptions to the use of face coverings in our workplace:

1. When an employee is alone in a room.
2. While eating and drinking at the workplace, provided employees are at least six feet apart and outside air

supply to the area, if indoors, has been maximized to the extent possible.

3. Employees wearing respiratory protection in accordance with CCR Title 8 section 5144 or other safety orders.
4. Employees who cannot wear face coverings due to a medical or mental health condition or disability, or who are hearing-impaired or communicating with a hearing-impaired person. Alternatives will be considered on a case-by-case basis.
5. Specific tasks that cannot feasibly be performed with a face covering, where employees will be kept at least six feet apart.
6. Any employee not wearing a face covering, face shield with a drape or other effective alternative, or respiratory protection, for any reason, shall be at least six feet apart from all other persons unless the unmasked employee is tested at least twice weekly for COVID-19.

#### Engineering controls

We implement the following measures for situations where we cannot maintain at least six feet between individuals:

1. Multiple masks
2. HVAC system is serviced regularly

#### Cleaning and disinfecting

We implement the following cleaning and disinfection measures for frequently touched surfaces:

1. Cleaning and disinfecting supplies are adequately stocked and restocked as needed.
2. Frequently touched surfaces and areas will be frequently disinfected including classrooms, offices, handrails, door handles, light switches, elevators, sink handles, and any shared furniture or surfaces.
3. Disinfecting the space(s) with potential exposures

#### Shared tools, equipment and personal protective equipment (PPE)

PPE must not be shared, e.g., gloves, goggles and face shields.

Items that employees come in regular physical contact with, such as phones, headsets, desks, keyboards, writing materials, instruments and tools must also not be shared, to the extent feasible. Where there must be sharing, the items will be disinfected between uses by using disinfectant wipes or cleaner.

#### Hand sanitizing

In order to implement effective hand sanitizing procedures, we:

1. Regularly check hand washing stations to ensure adequate supplies of soap.
2. Designate time throughout the day for washing hands.
3. Provide access to hand sanitizer in offices and classrooms.
4. Post signs and train staff and students to wash and scrub hands thoroughly with soap and water for at least 20 seconds.

#### Personal protective equipment (PPE) used to control employees' exposure to COVID-19

We evaluate the need for PPE (such as gloves, goggles, and face shields) as required by CCR Title 8, section 3380, and provide such PPE as needed. When it comes to respiratory protection, we evaluate the need in accordance with CCR Title 8 section 5144 when the physical distancing requirements are not feasible or maintained.

#### Investigating and Responding to COVID-19 Cases

Employees who had potential COVID-19 exposure in our workplace will be:

1. Offered COVID-19 testing at no cost during their working hours by providing a list of available and local no cost testing sites.
2. Provided information on benefits described in Training and Instruction, and Exclusion of COVID-19 Cases, seen below.

#### System for Communicating

Our goal is to ensure that we have effective two-way communication with our employees, in a form they can readily understand, and that it includes the following information:

1. Employees should report COVID-19 symptoms and possible hazards to the LAAAE Leadership Team via email
2. Employees can report symptoms and hazards without fear of reprisal.
3. Our procedures or policies for accommodating employees with medical or other conditions that put them at increased risk of severe COVID-19 illness.
4. Where testing is not required, how employees can access COVID-19 testing: Employees can access COVID-19 testing via their healthcare provider, a local clinic, and through the Los Angeles City and County COVID-19 testing sites, which can be found here: <https://covid19.lacounty.gov/testing/>
5. In the event we are required to provide testing because of a workplace exposure or outbreak, we will communicate the plan for providing testing and inform affected employees of the reason for the testing and the possible consequences of a positive test.
6. Information about COVID-19 hazards employees (including other employers and individuals in contact with our workplace) may be exposed to, what is being done to control those hazards, and our COVID-19 policies and procedures.

#### Training and Instruction

We will provide effective training and instruction that includes:

1. Our COVID-19 policies and procedures to protect employees from COVID-19 hazards.
2. Information regarding COVID-19-related benefits to which the employee may be entitled under applicable federal, state, or local laws.
3. The fact that: COVID-19 is an infectious disease that can be spread through the air and COVID-19 may be transmitted when a person touches a contaminated object and then touches their eyes, nose, or mouth.
4. An infectious person may have no symptoms.
5. Methods of physical distancing of at least six feet and the importance of combining physical distancing with the wearing of face coverings.
6. The fact that particles containing the virus can travel more than six feet, especially indoors, so physical distancing must be combined with other controls, including face coverings and hand hygiene, to be effective.
7. The importance of frequent hand washing with soap and water for at least 20 seconds and using hand sanitizer when employees do not have immediate access to a sink or hand washing facility, and that hand sanitizer does not work if the hands are soiled.
8. Proper use of face coverings and the fact that face coverings are not respiratory protective equipment - face coverings are intended to primarily protect other individuals from the wearer of the face covering.
9. COVID-19 symptoms, and the importance of obtaining a COVID-19 test and not coming to work if the employee has COVID-19 symptoms.

#### Exclusion of COVID-19 Cases

Where we have a COVID-19 case in our workplace, we will limit transmission by:

1. Ensuring that COVID-19 cases are excluded from the workplace until our return-to-work requirements are met.
2. Excluding employees with COVID-19 exposure from the workplace in accordance with LA County Department of Public Health guidelines.
3. Continuing and maintaining an employee's earnings, seniority, and all other employee rights and benefits whenever we've demonstrated that the COVID-19 exposure is work related. This will be accomplished by providing the employee with information on Workers' Compensation benefits and other employee rights and procedures related to absences due to COVID-19 exposure at work.
4. Providing employees at the time of exclusion with information on available benefits.

#### Reporting, Recordkeeping, and Access

It is our policy to:

1. Report information about COVID-19 cases at our workplace to the local health department whenever required by law, and provide any related information requested by the local health department.

2. Report immediately to Cal/OSHA any COVID-19-related serious illnesses or death, as defined under CCR Title 8 section 330(h), of an employee occurring in our place of employment or in connection with any employment.
3. Maintain records of the steps taken to implement our written COVID-19 Prevention Program in accordance with CCR Title 8 section 3203(b).
4. Make our written COVID-19 Prevention Program available at the workplace to employees, authorized employee representatives, and to representatives of Cal/OSHA immediately upon request.

#### COVID-19 Testing

1. A negative COVID-19 PCR test within the last seven days will be required for an employee or student to return to campus.
2. Weekly testing will be required for all employees and students.
3. Testing will occur either in 3-317 or off campus at the corner of Colton and Boylston.
4. The school will offer on campus testing administered by CoVerify.
5. Tests will be COVID-19 PCR Saliva tests.

#### Isolation and Quarantine Procedures

The following procedures will be followed if an individual is identified as being potentially positive for COVID-19 while on campus:

1. If the individual is a staff member capable of safely getting home, they will leave campus immediately.
2. The individual will immediately be provided with a medical grade mask.
3. If the individual must remain on campus, they will be quarantined in an isolated area and supervised by a school staff member while adhering to social distancing.
4. If the individual is a minor or requires assistance getting home, relevant parents, guardians, or family members will be notified immediately.
5. All areas visited by the individual will be evacuated and sanitized.
6. The individual and relevant parents, guardians, or family members will be provided with isolation and quarantine procedures in accordance with current state and county guidance.
7. If the individual is a confirmed positive case of COVID-19, the isolation and quarantine procedures will be followed for all persons with whom the individual had close contact as specified by county guidance.
8. Two tents with privacy walls will be erected outside the library as isolation and quarantine areas when students are on campus.

#### COVID-19 Compliance Team

The COVID-19 Compliance Team consists of David DeFrenza (Principal), Kriscia Tejada (Dean of Students), Bianca Caraza (Director of Curriculum and Instruction), and Mariela Calvo (Director of Operations).

#### Communication with Co-located District School

The co-located district school will be notified immediately upon the LAAAE COVID-19 Compliance Team being informed of a positive COVID-19 case currently or previously on campus by emailing [blanca.cruz@lausd.net](mailto:blanca.cruz@lausd.net).

#### Return-to-Work Criteria

COVID-19 cases with COVID-19 symptoms will not return to work until all the following have occurred:

1. At least 24 hours have passed since a fever of 100.4 or higher has resolved without the use of fever-reducing medications.
2. COVID-19 symptoms have improved.
3. At least 10 days have passed since COVID-19 symptoms first appeared.
4. COVID-19 cases who tested positive but never developed COVID-19 symptoms will not return to work until a minimum of 10 days have passed since the date of specimen collection of their first positive COVID-19 test.
5. A negative COVID-19 PCR test within the last seven days will be required for an employee or student to return to campus. Weekly testing will be administered by CoVerify.
6. If an order to isolate or quarantine an employee is issued by a local or state health official, the employee will

not return to work until the period of isolation or quarantine is completed or the order is lifted. If no period was specified, then the period will be 10 days from the time the order to isolate was effective.

#### COVID-19 Vaccination Support

The school has a policy requiring vaccination for all employees. Additionally, LAAAE has facilitated the dissemination of vaccination information and availability to the school community.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

LAAAE is currently hosting in person summer programming for students. This includes services to support students' academic, social-emotional, mental health, and food service needs. Current summer programming includes academic components to help mitigate potential learning loss that may have resulted from remote instruction. This includes credit recovery opportunities with in person supervision and support by credentialed teachers as well as supplemental academic classes.

LAAAE also has social-emotional and mental health support for students as a component of summer programming. A new counselor was recently hired to supplement the student services team. LAAAE implements a Multi-Tiered System of Supports (MTSS). Through this process, the student services team regularly reviews individual student data in the categories of academics, behavior, attendance, and social-emotional wellbeing to assess areas for additional support. Students identified as being in need of additional support through the MTSS data are provided tiered interventions. These may include outreach to parents, office hours attendance, additional scaffolds for academic assignments, and others. When initial interventions do not produce expected results, additional interventions are implemented such as the development of individualized improvement plans or assigning one-on-one academic coaches.

To support students with disabilities and English learners additional paraprofessionals and academic coaches are being hired. They are able to provide additional individualized and differentiated support to these students. LAAAE has also hired a English Learner Coordinator to teach the English Language Development classes, oversee the EL paraprofessionals, and continue to work with and train teachers on the implementation of integrated ELD supports such as Specially Designed Academic Instruction in English. A Special Education Coordinator facilitates special education services including the maintenance and implementation of IEPs, oversight of the special education paraprofessionals, and working with teachers on best practices for differentiating and scaffolding their classrooms for learners with special needs.

LAAAE has purchased new technology to support student learning. This includes a new Chromebook for all students, and hotspots available for all students as needed. Additionally, "Classroom of the Future" kits have been provided to teachers with versatile tools to support remote, hybrid, and in person instruction.

LAAAE currently provides breakfast and lunch to all students attending in person learning.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

A variety of efforts are made to continuously engage stakeholders and solicit their feedback. Monthly family nights are hosted to provide parents and guardians with the opportunity to engage with school staff. At each family night, ongoing updates are provided by school staff, stakeholders are surveyed, and an open forum provides an avenue through which questions and concerns can be discussed. Coffee with the Principal meetings are also hosted monthly to allow a more casual format for receiving feedback from parents and guardians. Parent and guardian meetings are conducted in both English and Spanish.

Parents and guardians are also kept up to date with the digital notification system called Blackboard. Through this system, notifications are sent to families and staff via voice, text, and email to ensure the highest possible participation. Messages are sent in both English and Spanish. Additionally, Blackboard is used to ask questions to which users respond with written feedback. Blackboard is also used, along with posting announcements and updates on the school website and social media, to notify members of the public community about the opportunity to submit written comments on school policies and expenditures.

Additionally, stakeholders are continuously engaged through individual outreach. Outreach staff team members are bilingual in both English and Spanish and can communicate with parents and guardians in their preferred language. Outreach staff actively reach out to students and families who have demonstrated limited engagement through attendance logs and academic grade checks. Students who do not demonstrate adequate engagement receive a call home from outreach staff to discuss any potential issues and provide support.

Stakeholders are encouraged to attend school board meetings and share their feedback with the board of directors. The board of directors actively seeks parent, guardian, student, and staff input at board meetings. In addition, Principal updates provide the board with an overview of stakeholder feedback. Often Associated Student Body students present school updates to the board of directors as well.

Feedback from staff is gathered at weekly staff meetings and through instructional leadership teachers. Student feedback is gathered through the Associated Student Body, Advisory classes, and biannual school retreats.

Public meetings and hearings are hosted on Zoom. Parents or guardians, students, staff, and other stakeholders may join via internet or phone connection. Information on how to join is publicly posted on the school website, shared via social media, and sent out through Blackboard. Technological support is available for stakeholders who require help getting connected to meetings.

Parent and guardian stakeholders have reported an appreciation for the school's academic plan and organizational structure for engaging students. In survey questions, a majority of parents indicated that their children were engaged and doing well and that outreach and communication with the school were keeping them well informed in the areas of continuity of learning, mental health and social emotional support being offered, pupil and family engagement mechanisms, and school nutrition offerings. Through individual outreach, our staff has identified numerous instances of students or parents having technological issues getting logged in to various platforms.

Teachers and faculty provide feedback and collaborate on best practices for engaging students and parents at weekly staff meetings. These have included the most beneficial digital platforms for engaging students, such as Edpuzzle and Quizlet as well as teaching strategies like cold calling students in classes. Through their collaborative efforts, teachers implement consistent platforms and teaching strategies to facilitate student learning.

Student feedback has provided useful information about technology or connectivity issues. Our outreach staff troubleshoot individual issues in real time to help students, but also log outreach so that data can be aggregated to find trends. This has allowed us to actively identify and provide Chromebooks and Wifi hotspots to students who need them. Additionally, student feedback issues with accessing digital platforms has been crucial.

All aspects of this plan were influenced by stakeholder input. Our budget is a reflection of the needs of the school as identified by stakeholders through the mechanisms and feedback described above. For example, the allocation of salaries to outreach staff is a reflection of the needs of parents and students. Additionally, teacher feedback led to the purchase of school wide educational technology subscriptions like Edpuzzle and Quizlet and additional hiring of academic support staff.

In addition, the LEA provides the following assurances:

- The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.
  - o Please insert link to the plan:  
[http://www.laaae.org/?page\\_id=1142](http://www.laaae.org/?page_id=1142)
- The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- The LEA has created its plan in an understandable and uniform format.
- The LEA's plan is, to the extent practicable, written in a language that parent can understand, or if not practicable, orally translated.
- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

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