# Grant Management and Reporting Tool (GMART)

GMART Home

LEA Contact Info

CDE Contact Info Expenditu

Expenditure Report

Report History

**GMART Requests** 

<u>Logoff</u>

# Learning Recovery Emergency Block Grant Vista Horizon Global Academy CDS Code: 19647330139089

#### Status: Submitted

### PURPOSE

The Learning Recovery Emergency Block Grant (LREBG) was established in response to the emergency caused by the COVID-19 pandemic to assist schools serving pupils in the long-term recovery from the COVID-19 pandemic, including addressing pupil learning, mental health, and overall well-being. The LREBG allocates \$6,800,050,000 to local educational agencies (LEAs), including county offices of education, school districts, and charter schools beginning Fiscal Year (FY) 2022–23 through 2027–28.

### **LEGISLATIVE AUTHORITY**

Education Code (EC) Section 32526.

#### **REPORTING REQUIREMENTS**

LREBG recipients are required to report interim expenditures of apportioned funds on or before December 15, 2024.

LEAs receiving LREBG funds shall report using the template developed by the California Department of Education (CDE), and make publicly available on their internet websites, interim expenditures of those apportioned funds to the CDE.

If a charter school ceases to operate before December 15, 2029, a final expenditure report must be submitted within 60 days of the effective date of closure and the CDE will bill the LEA to recover any unspent funds.

#### INSTRUCTIONS

In the Expenditure Table below, select the "Edit" button under the LEA Action column for each allowable use of funds that the LEA intends to report an expenditure amount. Please provide expenditure data for FYs 2022–23 and 2023–24 as applicable. See the table header for specific performance period information for each FY.

After entering an expenditure amount, select "Update" to populate the data into the table.

Once the Expenditure Table is complete, and there are no error messages, the LEA will review all reported data in the Report Summary. If the Report Summary is incorrect, please make revisions and/or email CDE staff at <u>LREBG@cde.ca.gov</u> for technical assistance. If the Report Summary is correct and there are no reporting errors, the LEA will submit their expenditure report by selecting "Submit" at the bottom of the screen.

Pursuant to *EC* Section 32526(e)(1), LEAs are required to make interim expenditures of apportioned funds publicly available on their internet websites. To assist in meeting this requirement, the LEA will have the opportunity to export their Interim Expenditure Report from the GMART into an Excel document. Before submitting, the LEA must enter required details for the person submitting the report.

### **LEA Allocation**

LREBG Allocations are available at <u>https://www.cde.ca.gov/fg/fo/r14/lrebg22result.asp</u>.

LEA Name	LEA Allocation
Vista Horizon Global Academy	\$119,143

## **Expenditure Report**

Allowable Uses of Funds	FY 2022–23 Expenditures	FY 2023–24 Expenditures	
	Performance Period: 7/1/2022-6/30/2023	<b>Performance Period:</b> 7/1/2023-6/30/2024	Total
	<b>Due:</b> 12/15/24	<b>Due:</b> 12/15/2024	

Тор

(A) Instructional learning time for the 2022-23 through 2027-28 school years by:       sincreasing the number of instructional days or minutes provided during the school year,         s providing summer school or intersessional instructional programs,       \$0       \$0       \$0         s or taking any other action that increases or stervices provided to pupils,       \$0       \$0       \$0         e or decreases or slabilizes staff-to-pupil ratios, based on pupil learning supports, such as:       \$0       \$0       \$0         1. Tutoring or other one-on-ene or small group learning supports provided to ycerificated or classified staff.       \$0       \$0       \$0         2. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.       \$0       \$0       \$0         3. Providing early intervention and iteracy programs for pupils in precols to accelerate pupil supports bodies of grantee status.       \$0       \$0       \$0         C) Integrating pupil supports to address other status.       \$0       \$0       \$0       \$0         C) Accelerate pupil is programs, before and after school programs.       \$0       \$0       \$0       \$0         C) Integrating pupil supports to address other status.       \$0       \$0       \$0       \$0       \$0         C) Integrating pupil supports to address other social-emotional learning.       \$0       \$0       \$0				
minutes provided during the school year.• providing summer school or intersessional instructional programs.\$0\$0• or taking any other action that increases or stabilizes the amount of instructional inter or services provided to pupils.\$0\$0• or decreases or stabilizes staf-to-pupil ratios, based on pupil learning needs.\$0\$0(B) Accelerating programs to does learning gaps through the impermentation, expansion, or elarning supports, such as:\$0\$01. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.\$0\$02. Learning recovery programs and materials designed to accelerate pupil earning opportunity programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.\$0\$03. Providing expanded learning opportunity programs revices pursuant to Section 46120.\$0\$0\$05. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 9500) of Part 6) regardless of grantee status.\$0\$0\$02. Providing instruction of settle schools relaring, and staff supports and status.\$0\$0\$0\$03. Providing pupil supports to address other barrient to learning, and staff supports and training, such as:\$0\$0\$0\$04. Supporting regardless of grantee status.\$0\$0\$0\$0\$0\$05. Providing supports to address other barrient to learning, and staff supports and training, such as:\$0 <td< td=""><td></td><td></td><td></td><td></td></td<>				
instructional programs.\$0\$0\$0• or taking any other action that increases or stabilizes the amount of instructional time or services provided to pupils.\$0\$0• or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs.\$0\$0\$0(B) Accelerating progress to close learning gaps through the implementation, expansion, or cheases or stabilizes staff-to-pupil ratios, based on pupil learning supports, such as:\$0\$01. Tutoring or other one-one or small group hearning supports provided by certificated or cleasified staff.\$0\$0\$02. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.\$0\$0\$03. Providing extry intervention and literacy program sorvices pursuant to Section 46120.\$0\$0\$05. Providing instruction and services consistent with the california Community Schools Partnership Act (Chapter 6 (commencing with Section 8500) of Part 6) regardless of grante status.\$0\$0\$02. Integrating pupil supports to address other barries to accelerating, and staff supports and training, such as:\$0\$0\$03. Providing instruction and services consistent with the california Community Schools Partnership Act (Chapter 6 (commencing with Section 8500) of Part 6) regardless of grante status.\$0\$0\$04. the provision of health, counseling, or mental health services, support and safef supports and training, such as:\$0\$0\$05. or or formats to address pupil trauma and social-emotional learning, and staff supports pupils\$0\$0\$05. or or or				
stabilizes the amount of instructional time or services provided to pupils, <ul> <li>or decreases or stabilizes staft-to-pupil ratios, based on pupil learning needs.</li> <li>(B) Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, such as:</li> <li>Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.</li> <li>Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.</li> <li>Providing early intervention and literacy programs for pupils in preschoil to grade 3, inclusive, including, but not limited to, school library access.</li> <li>Supporting expanded learning opportunity program services provision of health, counseling, or mental health services.</li> <li>Supporting instruction and services consistent with the California Community Schools Part for legardless of grantee status.</li> <li>(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as:</li></ul>		\$0	\$0	\$0
based on pupil learning needs.Image: Content of the pupil learning set of cost elearning gaps(B) Accelerating progress to close learning gaps(B) Accelerating progress to close learning gaps or enhancement of learning supports, such as:1. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.(B) Accelerating programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.(S) Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.(S) S0(S) S03. Providing expanded learning opportunity programs services pursuant to Section 46120.(S) Providing instruction and services consistent with the California Commencing with Section 8900) of Part 6) regardless of grantee status.(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as:(S) S0S0S0* or programs to address pupil needs.(S) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupilsS0S0S0(D) Access to instruction for credit-deficient pupils to complete graduation or grade proprotion requirements and to increase or improve pupilsS0S0S0(E) Additional academic services for pupils, such as diagnostic programs, or grade promotion requirements and to increase or improve pupilsS0S0S0	stabilizes the amount of instructional time or			
through the implementation, expansion, or enhancement of learning supports, such as:1. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.2. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.\$03. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.\$0\$04. Supporting expanded learning opportunity program services pursuant to Section 46120.\$0\$05. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.\$0\$0(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as:\$0\$0\$0* or programs to address pupil trauma and social-emotional learning, e or referrals for support for family or pupil needs.\$0\$0\$0(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or inprove pupils' college eligibility.\$0\$0\$0(E) Additional eacdemic services for pupils, such as diagnesite, programs.\$0\$0\$0\$0				
learning supports provided by certificated or classified staff.2. Learning recovery programs and materials designed to accelerate pupil academic proficiency or English language proficiency, or both.\$0\$03. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.\$0\$04. Supporting expanded learning opportunity program services pursuant to Section 46120.\$0\$05. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 9900) of Part 6) regardless of grantee status.\$0\$0(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as: • the provision of health, counseling, or mental health services, • access to school meal programs, before and after school programs, before and after school programs, before and after school programs, setore approximation\$0\$0§0\$0\$0\$0\$0\$0§0\$0\$0\$0\$0§0\$0\$0\$0\$0§0\$0\$0\$0\$0	through the implementation, expansion, or			
designed to accelerate pupil academic proficiency or English language proficiency, or both.\$0\$03. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusives, including, but not limited to, school library access.\$0\$04. Supporting expanded learning opportunity program services pursuant to Section 46120.\$\$5. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.\$\$(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as: 	learning supports provided by certificated or			
programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.4. Supporting expanded learning opportunity program services pursuant to Section 46120.5. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as: 	designed to accelerate pupil academic proficiency or English language proficiency, or			
program services pursuant to Section 46120.5. Providing instruction and services consistent with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as: 	programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school	\$0	\$0	\$0
with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee status.(C) Integrating pupil supports to address other barriers to learning, and staff supports and training, such as: 				
barriers to learning, and staff supports and training, such as:and staff supports and training, such as:• the provision of health, counseling, or mental health services,\$0\$0• access to school meal programs, before and after school programs,\$0\$0• or programs to address pupil trauma and social-emotional learning,\$0\$0• or referrals for support for family or pupil needs.\$0\$0(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.\$0\$0(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.\$0\$0	with the California Community Schools Partnership Act (Chapter 6 (commencing with Section 8900) of Part 6) regardless of grantee			
health services,Image: Service servic	barriers to learning, and staff supports and			
after school programs,\$0\$0\$0• or programs to address pupil trauma and social-emotional learning,• or referrals for support for family or pupil needs.• or referrals for support for family or pupil social-emotion for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.\$0\$0(E) Additional academic services for pupils, such 				
social-emotional learning,• or referrals for support for family or pupil needs.(D) Access to instruction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.\$0\$0		\$0	\$0	\$0
needs.Image: construction for credit-deficient pupils to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.\$0\$0\$0(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.\$0\$0\$0				
to complete graduation or grade promotion requirements and to increase or improve pupils' college eligibility.\$0\$0\$0(E) Additional academic services for pupils, such as diagnostic, progress monitoring, and benchmark assessments of pupil learning.\$0\$0\$0\$0\$0\$0\$0\$0				
as diagnostic, progress monitoring, and \$0 \$0 \$0 \$0 \$0	to complete graduation or grade promotion requirements and to increase or improve pupils'	\$0	\$0	\$0
Total Budget Amount\$0\$0\$0\$0	as diagnostic, progress monitoring, and	\$0	\$0	\$0
	Total Budget Amount	\$0	\$0	\$0

# Report Summary (Read Only)

LREBG Allocation	FY 2022–23 Expenditures Performance Period: 7/1/2022–6/30/2023	FY 2023–24 Expenditures Performance Period: 7/1/2023–6/30/2024	Total Combined Expenditures	Cash Balance
\$119,143	\$0	\$0	\$0	\$119,143

# Report Submitter

LEA Name:

Vista Horizon Global Academy

First and Last Name:	Enock Benavides
Title:	Principal
Email:	ebenavides@vistacharterps.o rg
Phone Number:	213-224-6800

Export Expenditure Report to Excel

# Report History

### Select a Report Version:

Select...

Get Selected Version

 $\checkmark$ 

https://www3.cde.ca.gov/gmart/Irebgreport.aspx#submit