

## CISD DISTRICT LEVEL REPORT

### 1. STUDENTS SERVED

<p><b>a. Priority by Grade Level</b></p> <p>Please describe how the district's BMEPs ensure priority is given to programs that adequately support a child's linguistic development in grades kindergarten through three before BMEPs at higher grade levels.</p>	<p>Cuba Independent School Staff follows all required procedures for identifying the linguistic and academics needs of students. Programs are developed with priority given to students in grades K-3 and expanded to other grades as funds permit. We have taken an active role to employ teachers who can meet the Bilingual Multicultural Education needs of our students. We currently employ 1 bilingual, 1 Native American Language and Culture, and 10 TESOL endorsed teachers. All language teachers at the Elementary School are TESOL endorsed and use standards of sheltered Instruction and Culturally Relevant teaching practices in the classroom. These strategies have been systematically implemented and prioritized throughout the building.</p>
<p><b>b. Priority by Language Proficiency</b></p> <p>Please describe how the district's BMEPs ensure priority is given to students based on language proficiency (English and home language).</p>	<p>Cuba Independent School Staff follows all required procedures for indentifying each student's home language and the student's language proficiencies; and priority is given to students based on language proficiency (English and home language).</p>
<p><b>c. Priority by Academic Achievement</b></p> <p>Please describe how the district's BMEPs ensure priority is given to students based on academic achievement.</p>	<p>Cuba Independent School Staff disaggregates achievement data to better understand the individual needs and strengths of each student. Staff monitors student progress and adjusts instruction as needed to better address student needs.</p>
<p><b>d. English Learners</b></p> <p>If students classified as English Learners (ELs) are served in BMEPs, please describe how instruction is designed to both enable ELs to attain English proficiency and to attain parity of participation in the standard instructional program within a reasonable length of time. Please consider civil rights law and other federal requirements of the Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.</p>	<p>Cuba Independent School Staff believes strongly that no student should be denied equal educational opportunity due to the failure of district staff to take appropriate action to overcome language barriers. Teachers use a variety of instructional strategies to help students acquire the academic language they need in order to succeed in school. Teachers use sheltering techniques and differentiated instruction to ensure students understand the content. At the same time, students receive ESL and ELD instruction in order to master the English language. Teachers also use computer based programs such as Imagine Learning to target learning needs of students to intervene and enhance student language skills. The district this year provided teachers, in conjunction with teacher input, a learning curriculum for Navajo Language from K-HS to guide teachers on the level of language acquisition. This will help teachers understand the depth of learning that is expected at each grade level as students increase their ability each year. Also ELD teachers were provided a clear expectation to follow the ELD standards and to use their learned techniques of language acquisition through TESOL and Bilingual training with their students. Lesson Plans, walk throughs, and feedback will address these areas to support teachers as they in turn support their students in this area.</p>

## 2A. LANGUAGE PROFICIENCY

Per state regulation 6.32.2.14. A.

*Trained personnel shall administer state-approved language proficiency assessments in English and the home or heritage language annually until proficiency in each language is achieved; public schools providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall obtain approval for language proficiency assessments from tribal councils or from other appropriate tribal entities with authority to make educational decisions on behalf of Native American children; for Native American languages that are oral only, the literacy component shall be measured only in the skill areas or domains of listening, speaking, and comprehension.*

Please use the data from the annual language proficiency assessments to respond to the three (3) questions in this section.

<p><b>a. Have changes in home/heritage language proficiency levels occurred from one year to the next? How would you interpret those changes? *</b></p>	<p>Due to the COVID-19 Public Health Emergency, all assessments were suspended and the Cuba School District did not administer the Heritage Language Assessments for SY 2020-2021.</p>
<p><b>b. Have changes in English language proficiency levels occurred for English learner students in the BMEP? How would you interpret those changes? *</b></p>	<p>Due to the COVID-19 Public Health Emergency, all assessments were suspended and the Cuba School District did not administer the Heritage Language Assessments for SY 2020-2021.</p>
<p><b>c-1. Do the language proficiency levels measured indicate there is room for improvement in *</b></p>	<p><input type="checkbox"/> <b>i. instruction</b></p> <p><input type="checkbox"/> <b>ii. scheduling and administering the assessment</b></p> <p><input type="checkbox"/> <b>iii. professional development for staff</b></p> <p><input type="checkbox"/> <b>iv. support for the BMEP</b></p> <p><input type="checkbox"/> <b>v. partnering with the Parent Advisory Committee (PAC)</b></p> <p><input type="checkbox"/> <b>Specify your own value:</b></p>
<p><b>c-2. Please explain in what ways the chosen area(s) could be improved. *</b></p> <p>Due to the COVID-19 Public Health Emergency, all assessments were suspended and the Cuba School District did not administer the Heritage Language Assessments for SY 2020-2021.</p>	

**2B. ACADEMIC ACHIEVEMENT**

Per state regulation 6.32.2.14.B., C. and D.

*B. Public school districts shall comply with federal assessment requirements.*

*C. Students enrolled in this program shall participate in the New Mexico standards-based assessment (NMSBA) program.*

*D. In those grades that students do not participate in the New Mexico standards-based assessment program, the public school district shall develop and implement an assessment and evaluation program.*

Please use the data from the academic content area assessments, interim or summative, for students in the BMEP only, to respond to the three (3) questions in this section.

**a. Have changes in academic proficiency levels occurred from one year to the next? How would you interpret those changes? \***

Due to the COVID-19 Public Health Emergency, state academic assessments were suspended. The Cuba Independent School District, however, did administer the Galileo Interim Assessment for SY 2020-2021. Based on the test results, Hispanic IFEP/RFEP students demonstrated a decrease of 3% points in ELA and a decrease of 2% in Math. Native American IFEP/RFEP students demonstrated an increase of 4% points in ELA and an increase of 5% in Math. Hispanic and Native American EL students demonstrated a decrease of 1% in ELA and a decrease of 3% in Math.

District Proficiency Galileo Testing SY 2020-2021				
Subject	Term	Hispanic IFEP/RFEP	Native American IFEP/RFEP	Hispanic, Native American EL
ELA	BOY*	30%	8%	8%
	EOY*	27%	12%	7%
<b>Difference</b>		-3%	+4%	-1%
Math	BOY*	18%	6%	8%
	EOY*	16%	11%	5%
<b>Difference</b>		-2%	+5%	-3%

\*BOY = Beginning of Year; EOY = End of Year

<p><b>b. Do the academic proficiency levels measured indicate there is room for improvement in (pick one or more) *</b></p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <b>i. instruction</b></li> <li><input checked="" type="checkbox"/> <b>ii. scheduling and administering the assessment</b></li> <li><input checked="" type="checkbox"/> <b>iii. professional development for staff</b></li> <li><input checked="" type="checkbox"/> <b>iv. support for the BMEP</b></li> <li><input checked="" type="checkbox"/> <b>v. partnering with the Parent Advisory Committee (PAC)</b></li> <li><input type="checkbox"/> <b>Specify your own value:</b></li> </ul>
<p><b>c. Please explain in what ways the chosen area(s) could be improved. *</b></p> <p>Since state academic assessments were suspended due to COVID-19, the District plans to improve the scheduling and administration of these tests as in-person learning resumes in subsequent school years. The district is moving to a Digital Learning Management Platform which will improve the delivery of instruction for all course modalities (in-person, blended, and fully online). Canvas will be used to allow for equitable access and instructional continuity. Through increased professional development on Canvas and on Galileo/Imagine Learning, the district hopes to increase the support for the BMEP. As in-person activities resume, the District will also be able to partner with the Parent Advisory Committee.</p>	

### 3. BMEP GOALS - PART 1

Based on the data analysis in Section 2 please respond to the following:

**a. What is the goal for the growth in the home/heritage language proficiency for the students in the BMEP for school year 2021-2022? \***

1. To increase the Navajo language and awareness of the Navajo Culture for Native American students enrolled in the Cuba Independent School district.
2. To increase the Spanish language and awareness for the Hispanic Culture for Hispanic students enrolled in the Cuba Independent School district.

**b. How is this goal measured? \***

The goal is measured by the following objectives.

Native American Students

1. By the end of SY 2021-2022, at least 3% of the Full Academic Year (FAY) Native American students in the Navajo language classes will be nearing orally Fluent or Fluent in the Diné language as measured by the Diné Language Assessment.
2. By the end of SY 2021-2022, at least 75% of the Full Academic Year (FAY) Native American students in all three categories (Non-Proficient, Limited, Fluent) will increase their Diné Language speaking skills by 3% as measured by the Diné Language Assessment.

**Full Academic Year (FAY) students are defined as all students in grades K-12 who attended CISD schools for both school semesters.**

Hispanic Students

1. By the end of SY 2021-2022, at least 3% of the students in the Spanish language classes will increase their Reading Fluency in the Spanish language as measured by the Spanish Language Assessment.
2. By the end of SY 2021-2022, at least 75% of the students in the Spanish language classes in all three categories (Non-Proficient, Limited, Fluent) will increase their Spanish speaking skills by 3% as measured by the Spanish Language Assessment.

**c. Is it achievable? How do you know? \***

Students will demonstrate gains as they progress through the Heritage/Enrichment Programs. The district will use data from testing results to ensure that goals are achieved.

**d. Is the goal rigorous and relevant to the students? \***

The goal is rigorous and relevant to the students in the BMEP program. Many CISD students enter school with no proficiency or very limited proficiency in their home language. In the past, students have demonstrated gains as they progress through the BMEP Program. Reaching Fluency level has been shown to be a rigorous goal, but one that the District has focused on unifying K-12 curriculum to guide instructional methodologies, materials, etc.

**e. How is the district or charter school planning to achieve this goal? \***

CISD plans to use Fall testing results to provide information about student native language proficiency at the beginning of the school year, which will assist teachers in developing relevant lesson plans to help students achieve goals.

**3. BMEP GOALS - PART 2**

Based on the data analysis in Section 2 please respond to the following:

**a. What is the goal for the growth in the English language proficiency for the English learner students in the BMEP for school year 2021-2022? \***

District Objective 2: Grade level Proficiency – Reading/English Language Proficiency

25% of students will show proficiency at grade level or higher in Reading/English Language Proficiency

**b. How is this goal measured? \***

The goal is measured by comparison of Galileo assessments results from Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY).

**c. Is it achievable? How do you know? \***

Based on students' past growth, and with the implementation of additional support for students, CISD staff believes that these goals are achievable.

**d. Is the goal rigorous and relevant to the students? \***

Yes, the goals are rigorous and relevant in that the goals challenge students to develop advanced English language proficiency skills and knowledge that will help students see the value of what they are learning.

**e. How is the district or charter school planning to achieve this goal? \***

CISD staff provides intervention to English Language learners. The English Language Development classes follow the standards set by WIDA in conducting lessons and providing assistance to the learners.

### 3. BMEP Goals - Part 3

Based on the data analysis in Section 2 please respond to the following:

**a. What are the goals for growth in the academic content areas for students in the BMEP for school year 2021-2022? \***

District Objective 1:  
Academic Growth

READING: 100% of students will show academic growth in reading as measured by Galileo results between beginning of year (BOY) and midyear (MOY).

MATH: 100% of students will show academic growth in math as measured by the Galileo results between BOY and MOY.

**b. How are the goals measured? \***

The CISD expects interim assessment results to show increased proficiency rates in ELA and Math across the district and at each school, at the end of year (EOY) over the next five years, as shown in tables below.

ELA Proficiency Rates by District, School					
Subject	Term	District	CES	CMS	CHS
ELA	EOY 2021	18%	10%	15%	32%
	EOY 2022	22%	14%	19%	36%
ELA <i>Projected</i>	EOY 2023	26%	22%	23%	40%
	EOY 2024	30%	26%	27%	44%
	EOY 2025	34%	30%	31%	48%
	EOY 2026	38%	34%	35%	52%

Math Proficiency Rates by District, School					
Subject	Term	District	CES	CMS	CHS
Baseline	EOY 2021	11%	17%	3%	7%
Math	EOY 2022	15%	21%	7%	11%
	EOY 2023	19%	25%	11%	15%
Five-Year	EOY 2024	23%	29%	15%	19%
Projection	EOY 2025	27%	33%	19%	23%
	EOY 2026	31%	37%	23%	27%

**c. Are they achievable? How do you know? \***

Based on students' past growth, and with the implementation of additional support for students, CISD staff believes that these goals are achievable.

**d. Are the goals rigorous and relevant to the students? \***

Yes, the goals are rigorous and relevant in that the goals challenge students to develop advanced skills and knowledge that will help students see the value of what they are learning.

**e. How is the district or charter school planning to achieve these goals? \***

CISD believes that if teachers seek answers to these three questions: *“What do students need to know?” “How will we know if students have learned it?” “What will we do if students haven’t learned?”* and use student data in at least the three ways described below, they will be able to increase student achievement. However, it is essential that teachers believe in and use the process.

If the MOY assessment data shows that some student have not progressed in their learning as expected, then teachers can use these data in critical three ways, as discussed below.

1. Use data to change the curriculum.

Review exam items to determine what concepts students are struggling with, and then change the curriculum to help students better learn these concepts. This may involve the changing of textbooks, increasing use of evidence-based teaching strategies, providing more engaging materials to keep students focused on learning.

For example: Exam questions reveal that some students are weak in mathematical measurement. As a result of this test data, we changed textbooks; started using rulers, tape measures, and other measuring devices; and allocated more time in the curriculum to measurement. A year later, students' test scores show that their understanding of and ability to use measurement had improved.



2. Use data to refocus and improve instruction.

Review exam items for the standards being assessed; this may reveal teachers' strengths and weaknesses in particular standards. This would indicate a crucial need to improve instruction to help students build the knowledge and skills needed to meet standards.

For example: One teacher's students might score high on CCSS.ELA-LITERACY.RL.5.3, "Comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific details in the text," while another teacher's students score is in a much lower range. A review of the exam item may provide indicators for improving instruction on this standard, thereby prompting teachers to examine teaching strategies, materials, and pacing.

3. Use data to address individual student weaknesses and build upon individual strengths.

With teachers putting in place both formative and interim assessments to gauge student learning, they have an abundance of data regarding their students' individual strengths and weaknesses. Teachers must use this information to increase individual achievement by placing students in the most appropriate courses and to recommend individual summer programs and tutoring opportunities.

#### 4. PARTICIPATION IN PROFESSIONAL DEVELOPMENT (PD) PLAN FOR BMEP

Per state regulation 6.32.2.15A.(4) The BMEP annual report must include:

*a verification that teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers have participated in the districts professional development plan for the program.*

Please include the name of training and number of participants for each personnel group. Please include N/A if a personnel group did not attend a training.

**Due to the COVID-19 Public Health Emergency, professional development was suspended for SY 2020-2021.**

## 5.0 EXPENDITURE REPORT

EXPENDITURE REPORT FORM (BASED ON ACTUALS) FROM THE GENERAL LEDGER (Fund: 11000-Operational) FOR PREVIOUS YEAR (2020-2021).

Only Report Program 4010-Bilingual.

FUNCTION 1000-INSTRUCTION OR 2100-STUDENT SERVICES ONLY)	OBJECT CODE	PROGRAM CODE	DESCRIPTION	DOLLAR AMOUNT
1000	51100	4010	SALARIES	96084.44
1000	51300	4010	ADDITIONAL COMP	5500.00
1000	52111	4010	EDUCATIONAL RETIREMENT	14374.19
1000	52112	4010	NMRHCA	2031.63
1000	52210	4010	FICA - SOC SECURITY	5863.59
1000	52220	4010	FICA - MEDICARE	1371.45
1000	52311	4010	HEALTH AND MEDICAL	9340.08
1000	52312	4010	LIFE	130.94
1000	52313	4010	DENTAL	725.50
1000	52314	4010	VISION	130.72
1000	52315	4010	DISABILITY	268.60
1000	52720	4010	WORKERS COMP	14.35
1000	53330	4010	PROF DEV	0.00
1000	56112	4010	OTHER TEXTBOOKS	0.00
1000	56113	4010	SOFTWARE	0.00
1000	56118	4010	GENERAL SUPPLIES	0.00
1000		4010		
1000		4010		
SUBTOTAL				135835.49

**EXPENDITURE REPORT FORM (BASED ON ACTUALS) FROM THE GENERAL LEDGER (Fund: 11000-Operational) FOR PREVIOUS YEAR (2020-2021).**

**Only Report Program 4010-Bilingual.**

PROGRAM CODE	PROGRAM CODE	PROGRAM CODE	PROGRAM CODE	PROGRAM CODE
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
2100		4010		
SUBTOTAL				0.00
<b>*GRAND TOTAL</b>				135835.49

***\*GRAND TOTAL should NOT exceed funds generated by the bilingual cost differential in the funding formula. For example, If the district received \$500,000 for the bilingual cost differential in the funding formula, but the district is reporting \$600,000, the district expenditure report would be submitted incorrectly.***

### School Site BMEP Analysis of Assessment Results

**School Name:** Cuba Elementary School

**School BME Model:** Heritage Language Model

**Analysis of Assessment Results: Home/Heritage (target) Language Proficiency:** Diné language proficiency

**Assessment Test Administered:** Diné Oral Language Proficiency Assessment

**Dates Test Was Administered:** From N/A to N/A

Grades	NP - Non-Proficient		L - Limited Proficient		F - Fluent	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
K	0	0%	0	0%	0	0%
1 <sup>st</sup>	0	0%	0	0%	0	0%
2 <sup>nd</sup>	0	0%	0	0%	0	0%
3 <sup>rd</sup>	0	0%	0	0%	0	0%
4 <sup>th</sup>	0	0%	0	0%	0	0%
5 <sup>th</sup>	0	0%	0	0%	0	0%
Total	0	0%	0	0%	0	0%

Due to the COVID-19 Public Health Emergency, all assessments were suspended and the Cuba School District did not administer the Heritage Language Assessments for SY 2020-2021.

### School Site BMEP Analysis of Assessment Results

**School Name:** Cuba Mid School

**School BME Model:** Heritage Language Model

**Analysis of Assessment Results: Home/Heritage (target) Language Proficiency:** Diné language proficiency

**Assessment Test Administered:** Diné Oral Language Proficiency Assessment

**Dates Test Was Administered:** From N/A to N/A

Grades	NP - Non-Proficient		L - Limited Proficient		F - Fluent	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
6 <sup>th</sup>	0	0%	0	0%	0	0%
7 <sup>th</sup>	0	0%	0	0%	0	0%
8 <sup>th</sup>	0	0%	0	0%	0	0%
Total	0	0%	0	0%	0	0%

Due to the COVID-19 Public Health Emergency, all assessments were suspended and the Cuba School District did not administer the Heritage Language Assessments for SY 2020-2021.

### School Site BMEP Analysis of Assessment Results

**School Name:** Cuba High School

**School BME Model:** Heritage Language Model

**Analysis of Assessment Results: Home/Heritage (target) Language Proficiency:** Diné language proficiency

**Assessment Test Administered:** Diné Oral Language Proficiency Assessment

**Dates Test Was Administered:** From N/A to N/A

Grades	NP - Non-Proficient		L - Limited Proficient		F - Fluent	
	# of Students	Percentage	# of Students	Percentage	# of Students	Percentage
9 <sup>th</sup>	0	0%	0	0%	0	0%
10 <sup>th</sup>	0	0%	0	0%	0	0%
11 <sup>th</sup>	0	0%	0	0%	0	0%
12 <sup>th</sup>	0	0%	0	0%	0	0%
Total	0	0%	0	0%	0	0%

Due to the COVID-19 Public Health Emergency, all assessments were suspended and the Cuba School District did not administer the Heritage Language Assessments for SY 2020-2021.

**State Bilingual Multicultural Education Program**  
**2020 - 2021 District/Charter School Annual Progress Report**  
**Assurances**

**CUBA INDEPENDENT SCHOOL DISTRICT**

**6.32.2.15 PROGRAM EVALUATION:**

**A.** Bilingual multicultural education programs shall be evaluated by the department annually for effectiveness and for the appropriate use of funds generated by the bilingual cost differential in the funding formula. For the purposes of such evaluation, each district shall maintain academic achievement and language proficiency data for each school year of each program, which shall be updated annually. This data shall be provided to the department in an annual progress report submitted to the department by September 30 of the following school year. The annual report shall include the following, by school and by model(s):

(1) verification that the program has identified and served students most in need (with priority given to K-3) based on language proficiency (English and home or heritage language) and academic achievement;

(2) a current analysis of language and academic assessment results demonstrating that participating students have made measurably significant growth toward meeting the state targets for language and academic proficiency;

(3) specific and measureable goals for the following school year, based on Paragraph (2) of Subsection A of 6.32.2.15 NMAC;

(4) verification that teachers, Native American language and culture teachers, teacher assistants, instructional support personnel, principals, bilingual directors or coordinators, associate superintendents, superintendents, other instructional personnel, and financial officers have participated in the districts professional development plan for the program;

(5) an expenditure report from the general ledger on the use of funds generated by the bilingual cost differential in the funding formula for the program; and

(6) districts providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall provide the annual progress report submitted to the department to tribal councils or other appropriate tribal entities with authority to make education decisions on behalf of Native American children.

**B.** The department shall compile and analyze the data submitted by public school districts and shall report annually to the appropriate interim legislative committee.  
[6.32.2.15 NMAC - Rp, 6.32.2.15 NMAC, 7/1/2018]

**6.32.2.16 PROGRAM RENEWAL:**

**A.** Based on program monitoring and review of the annual report, the department will determine whether the bilingual multicultural education program is compliant pursuant to Section 22-23-1 NMSA 1978 and 6.32.2 NMAC.

(1) If the department determines that a program is compliant, the public school district may continue the program as authorized in the approved application; districts providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall notify tribal councils or other appropriate tribal entities with authority to make educational decisions on behalf of Native American children of compliance and program continuation.

(2) If the department determines that a program is not compliant, the department shall notify the district of such non-compliance, including specific areas of non-compliance.

(a) Upon receipt of a notice of non-compliance from the department, the district shall develop a program improvement plan, with technical assistance from the department, to address the non-compliance. This plan shall include provisions to adjust the curriculum, program components or method of instruction, as necessary. The plan must be submitted to the department within 30 days, or, with prior written



approval of the department, additional time not to exceed 90 days, from receipt by the district of the notice of non-compliance. The district shall implement this plan during the school year in which the district received the notice of non-compliance.

(b) A district in the process of implementing a program improvement plan shall submit its annual report to the department and will be evaluated by the department for compliance based on the standards articulated in 6.32.2.15 NMAC, and not solely on the basis of whether they have fully implemented and complied with the program improvement plan.

(c) If upon review, after receipt of the annual report submitted by a district with a program improvement plan, the department determines that the district remains non-compliant; the department shall so notify the district. If the district remains non-compliant after the first year of implementation of the program improvement plan, the district will be required to re-evaluate the program improvement plan and make necessary adjustments. The district must report the results of this evaluation and any revisions to the original program improvement plan to the department within 30 days, or, with prior written approval of the department, additional time not to exceed 90 days, of receipt of the notice of non-compliance.

(d) If a program is determined to be non-compliant after receiving three consecutive notices of non-compliance, the department shall notify the district and shall discontinue the program at the end of the third school year unless the district can verify compliance to the satisfaction of the department.

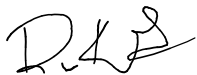

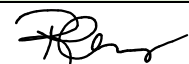
(e) A district may not apply for approval for a bilingual multicultural education program for the school year immediately following a discontinuation by the department.

(f) Districts providing a Native American language revitalization program, or other approved Native American bilingual multicultural education model, shall notify tribal councils or other appropriate tribal entities with authority to make educational decisions on behalf of Native American children of non-compliance and provide evidence of tribal consultation in the development of a program improvement plan in accordance with the Indian Education Act, Sections 22-23A-1 through 22-23A-8 NMSA 1978 and the Bilingual Multicultural Education Act, Section 22-23-1 NMSA 1978.

(g) All districts, regardless of any discontinuation by the department, shall submit the annual report to the department, for any year in which the district has provided assurances to the department.

[6.32.2.16 NMAC - Rp, 6.32.2.16 NMAC, 7/1/2018]

**State BMEP Annual Progress Reports are due on September 30, 2021.**

District Superintendent/ Charter School Leader	Signature	Date	Email	Phone
Dr. Karen Sanchez-Griego		9/28/21	ksanchez-griego@cuba.k12.nm.us	575-289-3211
District/Charter School Finance Manager	Signature	Date	Email	Phone
Rhiannon Chavez		9/28/21	rchavez@cuba.k12.nm.us	575-289-3211
Bilingual Director	Signature	Date	Email	Phone
Rhiannon Chavez		9/28/21	rchavez@cuba.k12.nm.us	575-289-3211

The authorized representative of the above named district or charter school certifies to the New Mexico Public Education Department that: 1) the information he/she has read in the state BMEP annual progress report packet is understood; 2) that the information is accurate; and 3) that the annual report is complete and he/she certifies compliance with the assurances.

CUBA INDEPENDENT SCHOOL DISTRICT

BOARD OF EDUCATION  
DIANNA MAESTAS, President  
TAYLOR PINTO, Vice-President  
VIVIAN KEETSO, Secretary  
ELIZABETH MARTIN, Member  
JAMES D. CASAUS, Member




ADMINISTRATION  
DR. KAREN SANCHEZ-GRIEGO Ed.D, Superintendent  
RHIANNON CHAVEZ, Finance Director  
BRUCE HATCH, High School Principal  
ARSENIO JACQUEZ, Middle School Principal  
JUDY ATENCIO, Elementary School Principal

September 21, 2021

To Whom It May Concern:

Due to the Covid crisis, the Cuba Independent School District did not conduct Diné Language assessments in SY 2020-2021.

Consequently, we are unable to provide an analysis of assessment results for the Home/Heritage Diné Language Proficiency for SY 2020 – 2021.

Sincerely, 

Dr. Karen Sanchez-Griego  
Superintendent  
[ksanchez-griego@cuba.k12.nm.us](mailto:ksanchez-griego@cuba.k12.nm.us)  
575-289-3211

**PO Box 70, #50 County Rd 13, Cuba, NM 87013, Phone: 575-289-3211, Fax: 575 289-3314**

*Cuba Independent School District does not discriminate on the basis of race, religion, color, national origin or ancestry, sex, gender identity, sexual orientation, age, marital or veteran status or disability in any educational programs, activities or employment. Cuba Independent School District also prohibits the use of racial, ethnic, and/or sexual slurs, including sexual harassment. If you are an individual with a disability who is in need of a reader, amplifier, qualified sign language interpreter, or any other form of auxiliary aid or service to attend or participate in a school meeting or hearing, or if you wish to receive assistance or information regarding student grievances, language translations of District policy, Section 504 or Title IX, please contact the Superintendent's Office at least one week prior to the meeting or as soon as possible. The district Title IX Officer, Dr. Griego may be contacted at the address or phone number listed above. For concerns at the school level, contact Ms. Romero, Elementary – Ext. 403, Mr. Jacquez, Middle School – Ext. 302, or Dr. Williams/H.S. Management Team, High School – Ext. 202.*