

# CUBA INDEPENDENT SCHOOL DISTRICT

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DATE: April 14, 2022

TO: Rebecca Reyes, Deputy Director, Indian Education Division

FROM: Dr. Karen Sanchez-Griego, Superintendent, Cuba Independent School District

CC: Navajo Nation Department of Education;  
Counselor, Ojo Encino, and Torreon Chapter Presidents;

Attachment: Cuba Independent School District SY 2021-2022 Indian Education Act Accountability Tools

This memo is in response to Section 6.35.2.11 E(2) NMAC, which requires a written statement from historically defined Indian impacted school districts to submit a written statement detailing the ways in which the district's budget successfully met or failed to meet the prioritized needs from the most recent American Indian/Alaskan Native student needs assessment.

The Cuba Independent School District (CISD) is comprised of three schools: Cuba Elementary School, Cuba Middle School and Cuba High School. In SY 2021-2022, the total combined student enrollment for the three schools was 676. Native American students, who reside on the Navajo Nation and are bused to school from very long distances, are the largest ethnic group in the district (72%). Remaining students in the district are Hispanic (22%), Caucasian (4%), Black (1%) and Asian (1%), with most of these four categories of students residing in and around the Village of Cuba area. The needs of the Native American students are therefore a major focus of the CISD staff. Through an extensive needs assessment process, the CISD received input from parents, staff, community members, and students. Consultations, regarding student and family needs, were also conducted with the Navajo Nation, Counselor Chapter, Ojo Encino Chapter, Torreon Chapter, Indian Education Committee, faith based groups, and local businesses.

The priority needs identified for Native American students enrolled in the CISD are: 1) Provide support for students in reading, math; 2) Provide support for native language acquisition and cultural understanding for students; 3. Provide support for students experiencing homelessness; The Cuba Independent School District (CISD) budget successfully met the prioritized needs identified through the most recent Native American student needs assessment as is demonstrated in the following CISD Budget Allocation Charts. The charts link the specific CISD funding sources to the identified needs of Native American students and describe how the funds were used to implement services to Native American students.

**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 Elementary – Ext. 403, Middle School – Ext. 302, or High School – Ext. 202.*

**Cuba Independent School District Budget Developed and Implemented to Address Priority Needs of Native American Students  
As Per Indian Education Act Section 6.35.2.11 E(1) NMAC.**

**Total District Enrolment: 676**

**Total Number of Native American Students: 486 (72%)**

**PRIORITY NEEDS OF NATIVE AMERICAN STUDENTS: SY 2021-2022**

1. Provide support for students in reading, math;
2. Provide support for native language acquisition and cultural understanding for students.
3. Provide support for students experiencing homelessness;

FUNDING SOURCE	PRIORITY NEEDS ADDRESSED	DESCRIPTION	IMPLEMENTATION	# OF NATIVE AMERICAN STUDENTS SERVED	FY22 BUDGET
<b>ACCT: 11000</b> State Bilingual Multicultural Education Program	<ol style="list-style-type: none"> <li>1. Provide support for students in reading, math;</li> <li>2. Provide support for native language acquisition and cultural understanding for students.</li> </ol>	English language learners, to: <ol style="list-style-type: none"> <li>a) Become bilingual and biliterate in English and a second language, including Spanish, a Native American language or another language;</li> <li>b) Meet state academic content standards and benchmarks in all subject areas.</li> </ol>	<ul style="list-style-type: none"> <li>• Covers a portion of Diné Language Teacher salaries and benefits (4.0 FTE);</li> <li>• Professional Development</li> </ul>	District-wide:  All students Native American students participating in Diné Language Heritage Programs Grades K-12	\$101,163
<b>ACCT: 24101</b> Title IA	<ol style="list-style-type: none"> <li>1. Provide support for students in reading, math;</li> <li>3. Provide support for students experiencing homelessness;</li> </ol>	Provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.	<ul style="list-style-type: none"> <li>• After school programs \$4,000</li> <li>• Homeless set-aside \$4,000</li> <li>• Parent/Family Engagement set-aside \$6,999</li> <li>• Foster Transp. set-aside \$460</li> <li>• Software, Supplies (districtwide)</li> <li>• <u>Elementary School</u>: Teachers (2.0 FTE); Educational Assistants (2.0 FTE)</li> <li>• <u>Middle School</u>: Language Arts Teacher (1.0 FTE); Student Success Advisor (1.0 FTE); Educational Assistant (1.0) ;</li> <li>• <u>High School</u>: Language Arts Teacher (1.0 FTE); Educational Assistant (1.0 FTE)</li> </ul>	District-wide:  All students;  All Native American Students (486)	\$699,868

FUNDING SOURCE	PRIORITY NEEDS ADDRESSED	DESCRIPTION	IMPLEMENTATION	# OF NATIVE AMERICAN STUDENTS SERVED	FY22 BUDGET
<b>ACCT: 24106</b> IDEA-B  Special Education	1. Provide support for students in reading, math;	Provides financial support for state and local school districts to educate students with disabilities.	<ul style="list-style-type: none"> <li>• Supplemental SPED Teachers (1.5 FTE)</li> <li>• SPED EA (1.0 FTE)</li> <li>• SPED Liaison (1.0 FTE)</li> <li>• SPED Admin Asst (0.5 FTE)</li> <li>• SPED Stipends for 10 Teachers</li> <li>• Supplies, PD, programs, field trips</li> </ul>	District Wide:  All Special Education Students	\$294,341
<b>ACCT: 24109</b> Preschool IDEA-B	1. Provide support for students in reading, math;	Children with disabilities ages three through five are afforded the right to a free appropriate public education (FAPE) in the least restrictive environment (LRE).	<ul style="list-style-type: none"> <li>• Sped Admin Asst. (0.2 FTE)</li> <li>• Supplies</li> </ul>	Preschool Special Education Students	\$10,773
<b>ACCT: 24113</b> McKinney-Vento Education of Homeless	1. Provide support for students in reading, math;  3. Provide support for students experiencing homelessness;	Ensures that children and youth experiencing homelessness have equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth.	<ul style="list-style-type: none"> <li>• Partial Salary for Homeless Liaison (0.24 FTE)</li> </ul>	District Wide:  All Homeless Students	\$15,000
<b>ACCT: 24153</b> Title III English Language Acquisition	1. Provide support for students in reading, math;	Help English Language Learners (ELL) students learn English and meet challenging state academic content and student academic achievement standards.	<ul style="list-style-type: none"> <li>• Partial funding for EL Coordinator/Instructor at the High School (0.2 FTE)</li> </ul>	District-wide: Native American ELL Students and Hispanic ELL Students	\$21,116

FUNDING SOURCE	PRIORITY NEEDS ADDRESSED	DESCRIPTION	IMPLEMENTATION	# OF NATIVE AMERICAN STUDENTS SERVED	FY22 BUDGET
<b>ACCT: 24154</b> Title IIA	1. Provide support for students in reading, math;	Focuses on increasing student academic achievement by improving teacher and principal quality. These funds can be used to prepare, train and recruit high-quality teachers and principals capable of ensuring that all children will achieve to high standards.	<ul style="list-style-type: none"> <li>Teacher &amp; Principal Training based on Domains</li> <li>Professional development in other district identified areas</li> </ul>	District-wide:  All Students  All Native American Students (486)	\$62,447
<b>ACCT: 24174</b> Carl D. Perkins Secondary - Current	1. Provide support for students in reading, math;	CISD is building a vertical progression from middle school to high school with this CTE program of study. This POS is in line with certification with NCCER with an internship capstone course.	<ul style="list-style-type: none"> <li>High School CTE Teacher (0.25)</li> </ul>	CTE Students	\$19,292
<b>ACCT: 24189</b> Title IV Student Support Academic Achievement	1. Provide support for students in reading, math;	The SSAE supports reductions in achievement gaps and provides supports for districts in well-rounded education, safe and healthy students, and effective use of technology.	<ul style="list-style-type: none"> <li>Student Laptop Repairs</li> <li>Mental Health classes/training for students and parents</li> <li>Project Based Learning training for teachers</li> </ul>	District-wide:  All Students  All Native American Students (486)	\$51,302

FUNDING SOURCE	PRIORITY NEEDS ADDRESSED	DESCRIPTION	IMPLEMENTATION	# OF NATIVE AMERICAN STUDENTS SERVED	FY22 BUDGET
<b>ACCT: 24308</b> CRRSA, ESSER II (Coronavirus Response and Relief Supplemental Appropriations Act, Elementary and Secondary School Education Relief)	1. Provide support for students in reading, math;	Funding to safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19. Focuses on students disproportionately impacted by the COVID-19 pandemic including low-income, children with disabilities, ELLs, Homeless, foster, migratory students.	<ul style="list-style-type: none"> <li>• Educational Assistants (7.0 FTE)</li> <li>• COVID response efforts, supplies, training, PD</li> <li>• Educational Technology</li> <li>• Internship programs</li> <li>• Video Production</li> <li>• Small Bus</li> <li>• AC Units for Buses</li> </ul>	District-wide:  All Students  All Native American Students (486)	\$2,400,621
<b>ACCT: 24330</b> ESSER III (Third Round of Elementary and Secondary School Education Relief)	1. Provide support for students in reading, math;	Funding to safely reopen schools, measure and effectively address significant learning loss, and take other actions to mitigate the impact of COVID-19. Focuses on students disproportionately impacted by the COVID-19 pandemic including low-income, children with disabilities, ELLs, Homeless, foster, migratory students.	<ul style="list-style-type: none"> <li>• Educational technology, internet access (1.2M)</li> <li>• COVID response efforts, supplies, other activities under ESEA</li> <li>• Assistant Principals (2.0 FTE)</li> <li>• 2 Suburban Vans</li> </ul>	District-wide:  All Students  All Native American Students (486)	\$3,373,041

FUNDING SOURCE	PRIORITY NEEDS ADDRESSED	DESCRIPTION	IMPLEMENTATION	# OF NATIVE AMERICAN STUDENTS SERVED	FY22 BUDGET
<b>ACCT: 24350</b> ARPA- Homeless Children and Youth (ARP-HCY)	1. Provide support for students in reading, math;  3. Provide support for students experiencing homelessness;	Funds to support the specific and urgent needs of homeless children and youth in recognition of the extraordinary impact of the Coronavirus disease 2019 (COVID-19) pandemic on students experiencing homelessness.	<ul style="list-style-type: none"> <li>Partial Salary for Homeless Liaison (0.38 FTE)</li> </ul>	All Homeless Students	\$24,035
<b>ACCT: 25131</b> Johnson O'Malley (JOM)	1. Provide support for students in reading, math;  2. Provide support for native language acquisition and cultural understanding for students.	Provides supplemental educational opportunities and advocacy for Native American Indian students with an emphasis on tutorial and cultural enrichment activities.	<ul style="list-style-type: none"> <li>Travel / Per Diem for IEC;</li> <li>Instructional Supplies;</li> <li>Parental Costs</li> <li>Student Field Trips</li> <li>Consultants</li> </ul>	All Native American Students (486)	\$37,041.07
<b>ACCT: 25145</b> Impact Aid Special Education	1. Provide support for students in reading, math;	Part of the Impact Aid funding, but specific to Special Education	<ul style="list-style-type: none"> <li>Middle School Special Education EA (1.0 FTE)</li> </ul>	District-wide: Special Education Students	\$41,362
<b>ACCT: 25147</b> Impact Aid Indian Education	1. Provide support for students in reading, math;  2. Provide support for native language acquisition and cultural understanding for students.	Impact Aid is a federal program that provides revenue to local governmental entities, including school districts, in lieu of property taxes. Use of funds is determined by the Local Educational Agency.	<ul style="list-style-type: none"> <li>HS Navajo Language Teacher (1.0 FTE)</li> <li>Transportation for after-school activity runs, athletics, and field trips</li> </ul>	District-wide: All Students  All Native American Students (486)	\$135,026

FUNDING SOURCE	PRIORITY NEEDS ADDRESSED	DESCRIPTION	IMPLEMENTATION	# OF NATIVE AMERICAN STUDENTS SERVED	FY22 BUDGET
<b>ACCT: 25184</b> Title VI Indian Ed Formula Grant (Formerly Title VII)	1. Provide support for students in reading, math;  2. Provide support for native language acquisition and cultural understanding for students.	Ensure that programs that serve Indian children are of the highest quality and provide for not only the basic elementary and secondary educational needs, but also the unique educational and culturally related academic needs of these children.	<ul style="list-style-type: none"> <li>• Middle School EL Teacher (1.0 FTE)</li> <li>• Middle School EA (1.0 FTE)</li> </ul>	Middle School Native American Students	\$90,269
<b>ACCT: 27127</b> Community Schools Implementation Grant	1. Provide support for students in reading, math;  2. Provide support for native language acquisition and cultural understanding for students.	Provides a strategy to organize the community resources to ensure student success while addressing the needs, including cultural and linguistic, of the whole student; Encourages work with community-based organizations to improve the coordination, delivery, effectiveness, and efficiency of services provided to students and families.	<ul style="list-style-type: none"> <li>• \$100,000 District-wide Community Schools Coordinator/Social Worker salary/benefits (1.0 FTE)</li> <li>• \$5,000 stipend for coordinator/social worker (Development &amp; Oversight Stipend)</li> <li>• Cuba Cares temp. support staff salary/benefits \$25,000</li> <li>• \$20,000 Supplies/Materials</li> </ul>	District-wide: All Students  All Native American Students (486)	\$150,000
<b>ACCT: 27149</b> Pre-K Initiative	1. Provide support for students in reading, math;  2. Provide support for native language acquisition and cultural understanding for students.	Ensure that every child has the opportunity to attend a high quality early childhood education program before going to kindergarten.	<ul style="list-style-type: none"> <li>• Pre-K Teachers (2.0 FTE)</li> <li>• Educational Assistants (2.0 FTE)</li> <li>• \$8,500 retention stipend for Pre-K Teachers</li> <li>• Supplies/Materials</li> </ul>	Pre-K Students – Cuba & Ojo Encino	\$244,000

FUNDING SOURCE	PRIORITY NEEDS ADDRESSED	DESCRIPTION	IMPLEMENTATION	# OF NATIVE AMERICAN STUDENTS SERVED	FY22 BUDGET
<b>ACCT: 27150</b> Indian Education School District Initiative	1. Provide support for students in reading, math;  2. Provide support for native language acquisition and cultural understanding for students.	Funds for providing effective and culturally relevant programs, opportunities and practices, which contribute to the academic and cultural success of the students.	Native American Student Support Program Director (1.0 FTE) focused on meeting the following IEA priority areas: 1:1 College, Career and Life Readiness by improving educational opportunities for American Indian students to keep them engaged in school;	All Native American Students (486)	\$90,000
<b>ACCT: 27199</b> Indigenous Education Initiative	1. Provide support for students in reading, math;  2. Provide support for native language acquisition and cultural understanding for students.	Community engagement is needed at all levels to maximize educational success of our Native American community, as our schools support one another, by feeding off of one another. We feel that it is important to support our children at every grade level and to support their family, to the best of our abilities, to ensure that their main focus is academic success.	<ul style="list-style-type: none"> <li>• Transformational Community Engagement Coordinator (1.0 FTE)</li> <li>• Counselor/American Indian Student Support Services (0.5 FTE)</li> <li>• Student Internet Connectivity</li> <li>• Community Newsletter/Engagement Activities</li> <li>• Summer Enrichment Program</li> </ul>	District-wide: All Native American Students (486)	\$250,000



**ATTACHMENT**  
**ACCOUNTABILITY TOOL**  
**CUBA INDEPENDENT SCHOOL DISTRICT**

**ACCOUNTABILITY TOOL  
CUBA INDEPENDENT SCHOOL DISTRICT SY 2021-2022**

Develop an accountability tool, which shall be reevaluated annually, that measures the success or failure of a public school's efforts pursuant to the systemic framework provided for in 6.35.2.12 NMAC;

**PRIORITY NEEDS OF NATIVE AMERICAN STUDENTS**

1. Provide support for students in reading, math;
2. Provide support for native language acquisition and cultural understanding for students.
3. Provide support for students experiencing homelessness;

<b>ACCOUNTABILITY TOOL</b>		
<b>Need #1 Provide support for students in reading, math;</b>		
<b>Action: Use the same interim assessment platform across all grades to measure student proficiency and provide support in reading and math</b>		
<b>Activities</b>	<b>Inputs</b>	<b>Tools for Measuring Impacts</b>
Conduct Root Cause Analysis (RCA) at the School and District Level.	Step 1: gather and manage data/ evidence: All RCAs are driven by evidence. Step 2: Create the problem statement. Step 3: Analyze cause and effect. Step 4: Generate solutions. Step 5: Produce a final report.	Tools include: diagnostic, formative, and summative assessments (WIDA, ACCESS, Diné Language Proficiency Assessment (DLPA) grades 4, 8, and 12*, AVANT all grades, and classroom assessments).  The Cuba Independent School District assesses students in English Language Arts (ELA) and Mathematics with Galileo at the beginning, middle and end of the year intervals as well as progress monitoring monthly to provide interventions. Teachers create assessments for every subject to ensure targeted growth of student knowledge.
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.	
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.	
Use data to address individual student weaknesses and build upon individual strengths	With teachers putting in place both formative and interim assessments to gage 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 pro- grams and tutoring opportunities.	

**ACCOUNTABILITY TOOL**

**Need #2: Provide support for native language acquisition and cultural understanding for students.**

**Action: Offer Indigenous enrichment programs with a culturally supportive atmosphere for developing a strong multicultural CISD Student Needs Assessment**

Activities	Inputs	Tools for Measuring Impacts
Implement internship and apprenticeship programs	Identify career preparation partnership projects between public schools and local businesses, designed to provide Indian students with the knowledge and skills needed to make an effective transition from school to a high-skill career	Document formed partnership projects for career preparation. Use multiple measures to determine the extent partnerships provided Indian students with the knowledge & skills to participate in high-skill careers.
Implement Monthly Culture Awareness Initiatives.	Develop and implement Monthly Culture Awareness Initiatives that support students in understanding their languages and cultures.	Collect quantitative and qualitative data on the types and frequency of any school/district initiatives pertaining to cultural awareness, e.g., type of initiative, purpose, frequency, activities, and participants.
Implement Indigenous Enrichment Programs	Develop culturally rich activities for students such as career camp, astronomy, and experimenting with Native recipes.	Collect quantitative and qualitative data on the types and frequency of any school/district initiatives pertaining to cultural awareness, e.g., type of initiative, purpose, frequency, activities, and participants.
Implement Heritage Model of the state-funded Bilingual Multicultural Education Program.	<p>Implement Heritage Model of the state-funded Bilingual Multicultural Education Program which is designed to support and revitalize a student's native language and culture through oral and/or written language instruction. <b>NMAC 6.32.2.12 (D)(3)</b></p> <p>The Heritage Model offers one hour of home/ heritage language arts and one hour of ESL/ELD for EL students.</p>	<p>The following will be documented:</p> <ol style="list-style-type: none"> <li>1. implemented activities/programs;</li> <li>2. staffing;</li> <li>3. # of students participating;</li> <li>4. number and percentage of students who qualified for the state seal of bilingualism-biliteracy for that SY year compared to prior year;</li> </ol>
Provide Targeted Professional Development on: School and District RCA in Standards, Differentiation, and Culture and Language; research-based bilingual multicultural education and language revitalization programs and implications for instruction; best practices of ESL, ELD, and bilingual multicultural education and language revitalization programs; principles of first and second language acquisition.	The CISD plans to continue professional development trainings/learning through critical culturally responsive and culturally relevant pedagogy, research experience and internships, while simultaneously engaging local community members in the project to expand future opportunities for the youth to become educators/leaders through cradle to college education pathways.	<p>Evaluation Design</p> <ol style="list-style-type: none"> <li>1. Did staff attend professional development (PD) activities? (sign in sheets; staff evaluation forms of PD))</li> <li>2. Did staff participate in professional development (PD) activities? (Observation of staff during PD activity.)</li> <li>3. Did staff implement strategies, ideas, etc., from professional development activities? (Walk throughs by administrator)</li> <li>4. Did student work demonstrate evidence of teachers' application of the strategies? (Administrator/teacher analysis of student work.)</li> </ol>

**ACCOUNTABILITY TOOL**

**Need #3: Provide support for students experiencing homelessness;**

**Action: Ensure that students experiencing homelessness have equal access to the same free, appropriate public education, as provided to other students.**

Activities	Inputs	Tools for Measuring Impacts
Identify students who are experiencing homelessness.	<ol style="list-style-type: none"> <li>1. Ask each student their housing status during the enrollment process.</li> <li>2. Check with local shelters representatives regarding possible homeless children.</li> <li>3. Check with identified homeless children to determine if they know of other students experiencing homelessness.</li> <li>4. Post flyers, brochures, and posters in the community regarding services available for students and families experiencing homelessness.</li> <li>5. Ensure the enrollment system accommodates the needs of families and youth experiencing homelessness.</li> <li>6. Develop a “tips for teachers” handout with strategies for identifying students experiencing homelessness.</li> </ol>	<ul style="list-style-type: none"> <li>• Student Enrollment Form and Checklist;</li> <li>• Records Management Checklist;</li> <li>• Student Residency Questionnaire;</li> <li>• Homeless/Transitional Student Confidential Referral Form;</li> <li>• Student Transportation Form;</li> <li>• Community Partner Collaborative Worksheet;</li> </ul>
Stabilize the child’s basic needs.	<ol style="list-style-type: none"> <li>1. Have food, clothing, shelter, medical care, basic hygiene, and transportation needs resolved.</li> <li>2. Provide a community resource list to the family or youth.</li> <li>3. If necessary, find a place for students to shower.</li> <li>4. Implement well-being checks for families experiencing homelessness about safety, health, housing, food, child care, and other necessities, as well as academic supports and technology and connectivity needs. These check-ins activate resources and referrals as needed.</li> </ol>	<ul style="list-style-type: none"> <li>• Student Wellness Follow-up Form;</li> </ul>