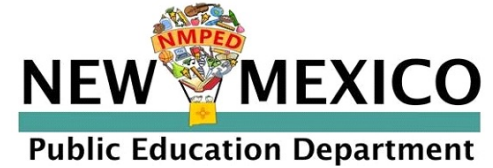


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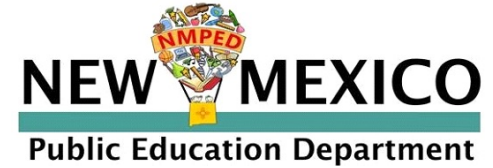
Contact Information		Budget Table	
District	CUBA	ARP ESSER Award 2/3 rd Allocation	3373040.75
District Code	062	ARP ESSER Award 2/3 rd Debit	3373040.75
District Type	State District	ARP ESSER Award 2/3 rd Balance	0.00
Email Address	rchavez@cuba.k12.nm.us	ARP ESSER Award 1/3 rd Allocation	1946556.68
Phone Contact	5752893211103	ARP ESSER Award 1/3 rd Debit	1946556.68
Application Status	Approve	ARP ESSER Award 1/3 rd Balance	0.00

Reserve Funds 20 %				
	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:	20 % of 2/3 Amount	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	20% of 1/3 Amount
The LEA must reserve at least 20 percent of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).	1.0 Cuba Independent School District Overview The Cuba Independent School District (CISD) serves several at-risk communities, which include the Village of Cuba and three Navajo Nation Chapters: Counselor, Ojo Encino, and Torreon. The Village of Cuba is a small-town rural community of 678 residents and 21.5% of	674,608.15	1.0 Cuba Independent School District Overview The Cuba Independent School District (CISD) serves several at-risk communities, which include the Village of Cuba and three Navajo Nation Chapters: Counselor, Ojo Encino, and Torreon. The Village of Cuba is a small-	389,311.34

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those residents live in poverty. In contrast, 100% of students in the CISD are eligible for free and reduced-price lunch through the Community Eligibility Provision and 100% qualify for Title I services. In fact, the New Mexico Public Education Department's (NMPED) 2021-2022 At-Risk Index for the CISD is 0.447, which is the highest index among 89 public school districts in the state and is based on the district's high rates of mobility, Title I services, and English Language Learners.

The Village of Cuba and surrounding communities are struggling with economic development due to the fact that mining, logging and other economic entities have left the area due to various reasons. This is a snowball effect leaving the most vulnerable, who are not able to relocate for better economic opportunities, to struggle with the situation at hand. Knowing that equal

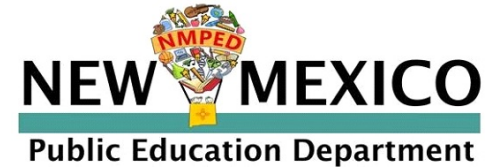
town rural community of 678 residents and 21.5% of those residents live in poverty. In contrast, 100% of students in the CISD are eligible for free and reduced-price lunch through the Community Eligibility Provision and 100% qualify for Title I services. In fact, the New Mexico Public Education Department's (NMPED) 2021-2022 At-Risk Index for the CISD is 0.447, which is the highest index among 89 public school districts in the state and is based on the district's high rates of mobility, Title I services, and English Language Learners.

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education is needed, an entire revamp of the educational system for CISD students began in school year 2019-2020 and has continued to the present school year. The CISD is also a plaintiff in the Yazzie-Martínez case, a case that supports equity and education for Native American students in CISD.

Specific indicators include: a) Communities have a 20.5% unemployment rate (2010 Census); b) High poverty is the norm as evidenced by 100% of students qualifying for free and reduced lunch; c) CISD has the highest At-Risk Index rating of all districts in New Mexico; d) High rates of student mobility from school to school, within and outside of the district, impact student development and achievement;

The CISD is comprised of three schools: Cuba Elementary School, Cuba Middle School and Cuba High School with a total student enrollment of 636 in

reasons. This is a snowball effect leaving the most vulnerable, who are not able to relocate for better economic opportunities, to struggle with the situation at hand. Knowing that equal education is needed, an entire revamp of the educational system for CISD students began in school year 2019-2020 and has continued to the present school year. The CISD is also a plaintiff in the Yazzie-Martínez case, a case that supports equity and education for Native American students in CISD.

Specific indicators include: a) Communities have a 20.5% unemployment rate (2010 Census); b) High poverty is the norm as evidenced by 100% of students qualifying for free and reduced lunch; c) CISD has the highest At-Risk Index rating of all districts in New Mexico; d) High

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school year 2020-2021. The majority of CISD students are Native Americans who reside on the Navajo Nation and are bused to school from very long distances. The second largest ethnic group in the district is Hispanic students. The following chart summarizes student enrollment categories, broken down by category and percentage.

- Asian, 1%
- Black, 1%
- Caucasian, 4%
- Hispanic, 22%
- Native American, 72%
- Males, 54%
- Females, 46%
- ELL, 40%
- Free & Reduced Lunch, 99%
- Homeless, 19%
- SPED, 15%
- Title 1, 100%

2.0 Needs Assessment

In order to address the disproportionate impact of the Coronavirus the Cuba Independent School District

rates of student mobility from school to school, within and outside of the district, impact student development and achievement;

The CISD is comprised of three schools: Cuba Elementary School, Cuba Middle School and Cuba High School with a total student enrollment of 636 in school year 2020-2021. The majority of CISD students are Native Americans who reside on the Navajo Nation and are bused to school from very long distances. The second largest ethnic group in the district is Hispanic students. The following chart summarizes student enrollment categories, broken down by category and percentage.

- Asian, 1%
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(CISD) conducted an extensive SY 2020-2021 needs assessment and gained input from parents, staff, community members, and students. Collaboration on student and family needs was also conducted with the Navajo Nation, Counselor Chapter, Ojo Encino Chapter, Torreon Chapter, Indian Education Committee, faith based groups, and local businesses.

Through the qualitative and quantitative data collected and analyzed, areas of need arose for CISD students and their family groups including:

- 2.1 Support for increasing reading and math achievement
- 2.2 Access to technology/internet
- 2.3 Support for homeless students and families
- 2.4 Transportation
- 2.5 Clearer learning expectations
- 2.6 Support and partnership with regards to native language

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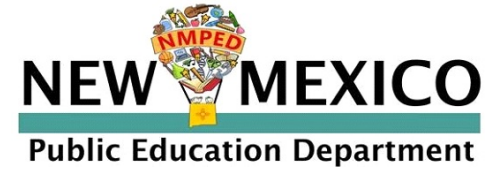
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acquisition and cultural understanding for students (Diné and Spanish)

As part of the needs assessment process, the Cuba Independent School District also implemented Professional Learning Communities (PLCs) as a major component for further identifying needs and as a way of identifying and implementing meaningful, engaging instructional practices at each of the three schools. PLC teams were setup by subject area and weekly PLC meeting blocks were embedded in the schools' Master Schedule. PLCs were facilitated by school administrators, who used a cyclical framework of continuous improvement consisting of five stages achieved over four 9-week periods:

- Stage 1: Examine data. In PLCs, teachers analyze student data to identify precisely what academic problems deserve

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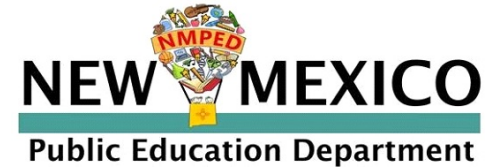
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- 2.6 Support and partnership with regards to native language acquisition and cultural understanding for students (Diné and Spanish)

As part of the needs assessment process, the Cuba Independent School District also implemented Professional Learning Communities (PLCs) as a

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their attention most. Key to this work is establishing a culture where teachers embrace the use of data to inform curricula.

- Stage 2: Set goals. In PLCs, teachers shift their attention to addressing the gaps that they identified because of their data analysis work; then, PLC teams set specific student and educator learning goals. This stage ensures that educator learning is intentional and tied directly to what students need to learn.

- Stage 3: Learning individually and collaboratively. In PLCs, teachers extend their knowledge of content, content-specific pedagogy, students' learning styles, differentiation, and management of classroom environments.

- Stage 4: Applying new learning. In PLCs, teachers are guided through the implementation of meaningful, engaging instructional practices

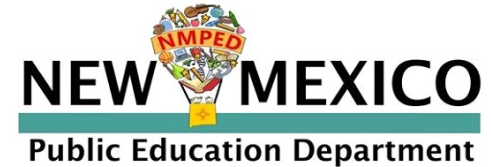
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and provided with opportunities to practice and get feedback from peers before using these practices in the classroom.

- Stage 5: Refine practice. Finally, teachers discuss how their new knowledge and instructional strategies impacts what happens in the classroom and what formative assessments they used to gauge student learning.

3.0 Identification and Analysis of Gaps

3.1 Student Achievement

During the SY 2020-2021, the Cuba Independent School District administered the Galileo Interim Assessment for Reading/Language Arts and Math.

3.1.1 Reading/English Language Arts

- Stage 2: Set goals. In PLCs, teachers shift their attention to addressing the gaps that they identified because of their data analysis work; then, PLC teams set specific student and educator learning goals. This stage ensures that educator learning is intentional and tied directly to what students need to learn.

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Gap Analysis: Based on SY 2020-2021 test results, 8.3% of Native American students were proficient in ELA at the beginning of the school year. The percentage increased to 11.7% at the end of the year, demonstrating an increase of 3.4 percentage points. For Hispanic students, 30.4% were proficient at the beginning of the year but decreased by 3.1 percentage points at the end of the year to 27.3%. Even with an increase of 3.4 percentage points, Native American EOY ELA Proficiency percentage, however, is still lower than the Hispanic students ELA proficient by 15.6 percentage points.

3.1.2 Math

Gap Analysis: Based on SY 2020-2021 test results, 6.3% of Native American students were proficient in Math at the beginning of the school year. The percentage increased to 11.3% at the end of the year,

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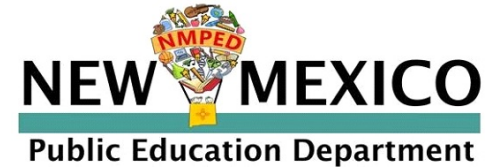
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demonstrating an increase of 5 percentage points. For Hispanic students, 17.5% were proficient at the beginning of the year but decreased by 1.3% at the end of the year to 16.2%. Native American student Math proficiency, however, is still lower than the Hispanic students Math proficient by 4.9 percentage points.

3.2 Graduation

Graduation rates are one year lagged and the SY 2020-2021 rates are not yet available. The most recent graduation data is from SY 2019-2020.

The 4-Year Cohort Graduation rates for the "All Students", "Male", "Female", "Native American", "Economically Disadvantaged", and "English Language Learners" group increased from SY 2018-2019 to SY 2019-2020. The "Hispanic" group percentage, however, decreased, but was still 0.8

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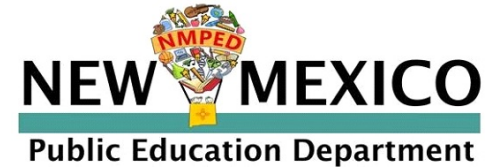
3.1.2 Math

Gap Analysis: Based on SY

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percentage points higher than for Native American students. The graduation rate for Females was 7.5 percentage points higher than Males.

For SY 2019-2020, all of the CISD 4-Year Cohort student category Graduation Rates were higher than the NM Statewide 4-Year Cohort student category Graduation Rates.

3.3 Attendance/Absenteeism/Drop Out

3.3.1 Attendance Rate
Based on the 120th Day Count for each school year, the gap between the attendance rate for Native American students and the attendance rate for Hispanic students, which are the two largest ethnic groups in the district, fluctuated greatly over a four-year period from SY 2017-2018 to SY 2020-2021. In SY 2018-2019, the Native American Attendance Rate was

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higher than the Hispanic Attendance Rate by 2.77 percentage points. In SY 2019-2020, the gap between the two ethnic groups changed to a gap of -0.43 percentage points for Native American students. In SY 2020-2021, the gap widened to -7.75.

3.3.2 Absenteeism Rate

Based on the 120th Day Count for each school year, the absenteeism rate for Native American students increased from 12.79% in SY 2017-2018 to 36.37% in SY 2018-2019. In SY 2019-2020, the absenteeism rate for Native American students decreased from 36.37% to 11.24%. In SY 2020-2021, however, the absenteeism rate for Native American students increased by 8.84 percentage points from 11.24% to 20.08%.

4.0 Action Plans Addressing Gaps

The 4-Year Cohort Graduation rates for the "All Students", "Male", "Female", "Native American", "Economically Disadvantaged", and "English Language Learners" group increased from SY 2018-2019 to SY 2019-2020. The "Hispanic" group percentage, however, decreased, but was still 0.8 percentage points higher than for Native American students. The graduation rate for Females was 7.5 percentage points higher than Males.

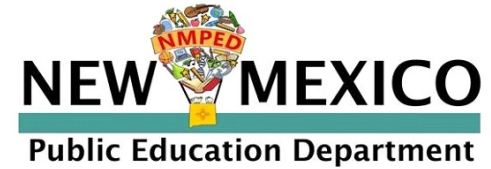
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3.3 Attendance/Absenteeism/

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Based on the SY 2021-2022 District Needs Assessment, the Cuba Independent School District (CISD) will use the ESSER III 20% Reserve Funds to address the disproportionate impact of the Coronavirus by providing support for students in increasing reading and math achievement. The support will be provided through the following evidenced-based interventions: Comprehensive After School Program; Tutoring throughout the School Year; “On-the-Road Classrooms”.

4.1 Comprehensive After School Program

Target Population: All students including low-income students, students of color, children with disabilities, English learners, migratory students, students experiencing homelessness, and children and youth in foster care are eligible to participate. Approximately 15 students per teacher are served for language arts. The capstone projects

Drop Out

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3.3.2 Absenteeism Rate

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serve all students in the district. The internships component serves approximately 20 students and is increasing daily. The After School Program is open to all students and students self-select if they want to join the After School Program.

Implementation/Rationale: The district plans to use funds to pay staff and purchase supplies to provide comprehensive after school program that will include additional academic supports for K thru 12th such as study skills for at-risk students, language arts to increase literacy and language skills, specific academic subjects/curricula; more activities for younger kids in support of both academic and social emotional; increased counseling; increased project based learning; district-wide capstone projects, after school language arts program open to Cuba Middle School and Cuba High School; SEL classes are

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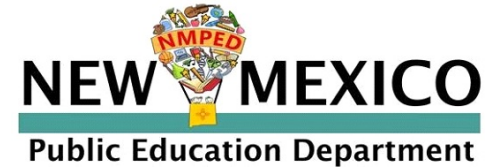
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offered to Cuba Middle School. Internship programs are also offered at the Cuba Middle School and Cuba High School level. These programs serve children of all ages and include academic support, workforce development opportunities, mentoring relationships, and more

The After School Program operates two days a week for 1 hour and 15 minutes (75 minutes).

Specific details are provided in the following sub-categories.

4.1.1 Students from low-income families – funds will be used for additional tutoring services, materials, and supplies for the after school program;

4.1.2 Students of color – Based on data collected, the CISD has been able to identify students who have are experiencing racial disparities within the school setting, both

reading and math achievement. The support will be provided through the following evidenced-based interventions: Comprehensive After School Program; Tutoring throughout the School Year; “On-the-Road Classrooms”.

4.1 Comprehensive After School Program

Target Population: All students including low-income students, students of color, children with disabilities, English learners, migratory students, students experiencing homelessness, and children and youth in foster care are eligible to participate. Approximately 15 students per teacher are served for language arts. The capstone projects serve all students in the district. The internships component

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academically and socially. All staff involved in the comprehensive after school program will use an evidence-based restorative justice model of discipline and healing as the ways in which we address the needs of our kids. Funds will be used to purchase instructional materials that are culturally and linguistically relevant for the after school program;

4.1.3 Children with disabilities – funds will be used to employ additional Educational Assistants to work one-on-one with students in the after school program, as well as to purchase additional technology, instructional materials, supplies specific to the each student’s IEP;

4.1.4 EL students – funds will be used to purchase additional books in multi-languages for the after school program;

4.1.5 Migratory students – funds will be used to purchase

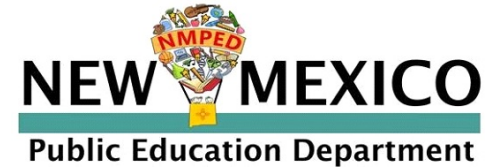
serves approximately 20 students and is increasing daily. The After School Program is open to all students and students self-select if they want to join the After School Program.

Implementation/Rationale: The district plans to use funds to pay staff and purchase supplies to provide comprehensive after school program that will include additional academic supports for K thru 12th such as study skills for at-risk students, language arts to increase literacy and language skills, specific academic subjects/curricula; more activities for younger kids in support of both academic and social emotional; increased counseling; increased project based learning; district-wide capstone projects, after school language arts program

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technology, employ tutors, provide materials, and supplies for the after school program;

4.1.6 Students experiencing homelessness – funds will be used to purchase additional books, materials, supplies for the after school program;

4.1.7 Youth in foster care – funds will be used to purchase additional, materials, and supplies for the after school program;

Staff: Three language arts teachers, One SEL teacher, One internship coordinator

EBI Links:

After School Programs in Rural Communities

<http://afterschoolalliance.org/A3>
PM/Afterschool_in_Rural_Communities.pdf

Restorative Justice Model of

open to Cuba Middle School and Cuba High School; SEL classes are offered to Cuba Middle School. Internship programs are also offered at the Cuba Middle School and Cuba High School level. These programs serve children of all ages and include academic support, workforce development opportunities, mentoring relationships, and more

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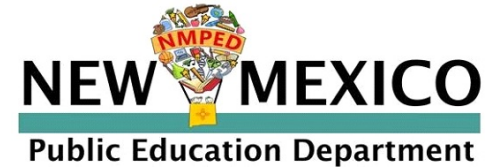
Specific details are provided in the following sub-categories.

4.1.1 Students from low-income families – funds will be used for additional tutoring services, materials, and supplies for the after school program;

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Discipline and Healing

<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

The Value of Out-of-School-Time Programs

<https://www.wallacefoundation.org/knowledge-center/Documents/The-Value-of-Out-of-School-Time-Programs.pdf>

Expanding Learning Opportunities Through After School Programs

<https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx>

Monitoring: In the CISD, each school, each PLC team and each teacher has a data plan for each student that is based on the student's Galileo Beginning of Year (BOY) and Middle of Year (MOY) test data. Teachers will

4.1.2 Students of color – Based on data collected, the CISD has been able to identify students who have are experiencing racial disparities within the school setting, both academically and socially. All staff involved in the comprehensive after school program will use an evidence-based restorative justice model of discipline and healing as the ways in which we address the needs of our kids. Funds will be used to purchase instructional materials that are culturally and linguistically relevant for the after school program;

4.1.3 Children with disabilities – funds will be used to employ additional Educational Assistants to work one-on-one with students in the after school program, as well as to purchase additional technology, instructional

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collaborate with After School Program staff regarding student needs and will incorporate the After School Program activities, data, etc as part of each student's data plan. Student progress will be monitored on a daily basis by the After School staff, who will keep teachers informed of each student's progress.

Assessment: In the CISD will use both process evaluation and outcomes evaluation in assessing the impact of the CISD After School Program. In the process evaluations the CISD will determine the program is being implemented as intended. In the outcome evaluation, the CISD will assess a program's success in reaching the goals of the program, and the goals set for each student participating in the After School Program.

4.2 Tutoring Throughout the School Year

materials, supplies specific to the each student's IEP;

4.1.4 EL students – funds will be used to purchase additional books in multi-languages for the after school program;

4.1.5 Migratory students – funds will be used to purchase technology, employ tutors, provide materials, and supplies for the after school program;

4.1.6 Students experiencing homelessness – funds will be used to purchase additional books, materials, supplies for the after school program;

4.1.7 Youth in foster care – funds will be used to purchase additional, materials, and supplies for the after school program;

Staff: Three language arts teachers, One SEL teacher,

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Target Population: All students including low-income students, students of color, children with disabilities, English learners, migratory students, students experiencing homelessness, and children and youth in foster care are eligible to participate. Tutoring is open to all students. Students can self-select to attend and students can be referred to the Tutoring Program by teachers, counselors, and other staff.

Implementation/Rationale: The district plans to use funds to pay staff and purchase supplies to provide tutoring throughout the school year after school, two days a week on Tuesdays and Thursdays, from 3:45 p.m. to 5 p.m. Length of the tutoring sessions will be 1 hour and 15 minutes (75 minutes). On Saturdays tutoring will be offered in individual areas of need for each one of our students. Tutoring will focus on the core subjects. Tutoring is

One internship coordinator

EBI Links:

After School Programs in Rural Communities

http://afterschoolalliance.org/AA3PM/Afterschool_in_Rural_Communities.pdf

Restorative Justice Model of Discipline and Healing

<http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf>

The Value of Out-of-School-Time Programs

<https://www.wallacefoundation.org/knowledge-center/Documents/The-Value-of-Out-of-School-Time-Programs.pdf>

Expanding Learning Opportunities Through After School Programs

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offered in a group setting with approximately ten students will be assigned to each tutor.

4.2.1 Students from low-income families – funds will be used for additional tutoring services, materials, and supplies for the tutoring program;

4.2.2 Students of color – Based on data collected, the CISD has been able to identify students who have are experiencing racial disparities within the school setting, both academically and socially. All staff involved in the comprehensive after school program will use an evidence-based restorative justice model of discipline and healing as the ways in which we address the needs of our kids. Funds will be used to purchase instructional materials that are culturally and linguistically relevant for the tutoring program;

4.2.3 Children with disabilities – funds will be used to employ

<https://www.ncsl.org/research/education/expanding-learning-opportunities-through-afterschool-programs.aspx>

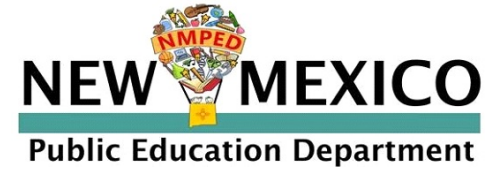
Monitoring: In the CISD, each school, each PLC team and each teacher has a data plan for each student that is based on the student's Galileo Beginning of Year (BOY) and Middle of Year (MOY) test data. Teachers will collaborate with After School Program staff regarding student needs and will incorporate the After School Program activities, data, etc as part of each student's data plan. Student progress will be monitored on a daily basis by the After School staff, who will keep teachers informed of each student's progress.

Assessment: In the CISD will use both process

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additional Educational Assistants, materials, and supplies for the tutoring program to work one-on-one with students specific to the each student’s IEP;

4.2.4 EL students – funds will be used to employ additional tutors in English Language Development for the tutoring program;

4.2.5 Migratory students – funds will be used to employ additional tutors and to provide more materials and supplies for the tutoring program;

4.2.6 Students experiencing homelessness – funds will be used to purchase additional books, materials, and supplies.

4.2.7 Youth in foster care – funds will be used to purchase additional tutoring services, materials, and supplies.

Staff: Teachers and Educational Assistants will serve as tutors

evaluation and outcomes evaluation in assessing the impact of the CISD After School Program. In the process evaluations the CISD will determine the program is being implemented as intended. In the outcome evaluation, the CISD will assess a program’s success in reaching the goals of the program, and the goals set for each student participating in the After School Program.

4.2 Tutoring Throughout the School Year

Target Population: All students including low-income students, students of color, children with disabilities, English learners, migratory students, students experiencing homelessness, and children and youth in foster care are

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and three tutors will be assigned to each school (Cuba Elementary School; Cuba Middle School; Cuba High School).

EBI Links:

Takeaways from Research on Tutoring to Address Coronavirus Learning Loss

<https://hechingerreport.org/takeaways-from-research-on-tutoring-to-address-coronavirus-learning-loss/>

The Importance of Getting Tutoring Right

<https://learningpolicyinstitute.org/blog/covid-getting-tutoring-right>

Critical Elements to Make Tutoring Effective

<https://www.k12dive.com/news/7-critical-elements-to-make-tutoring-effective/598921/>

eligible to participate. Tutoring is open to all students. Students can self-select to attend and students can be referred to the Tutoring Program by teachers, counselors, and other staff.

Implementation/Rationale: The district plans to use funds to pay staff and purchase supplies to provide tutoring throughout the school year after school, two days a week on Tuesdays and Thursdays, from 3:45 p.m. to 5 p.m. Length of the tutoring sessions will be 1 hour and 15 minutes (75 minutes). On Saturdays tutoring will be offered in individual areas of need for each one of our students. Tutoring will focus on the core subjects. Tutoring is offered in a group setting with approximately ten students will be assigned to each tutor.

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Learning Recovery: The Research on Tutoring, Extended School Year, and Other Strategies

<https://www.edweek.org/leadership/opinion-learning-recovery-the-research-on-tutoring-extended-school-year-and-other-strategies/2021/04>

Monitoring: Each school, each PLC Team and each teacher has a data plan for each student that is based on the student's Galileo Beginning of Year (BOY) and Middle of Year (MOY) test data. Teachers will collaborate with tutors regarding student needs and will incorporate tutoring as part of each student's data plan. Student progress will be monitored on a daily basis by the tutors, who will keep teachers informed of each student's daily progress.

Assessment: The impact of the Tutoring Program will be assessed by the following

4.2.1 Students from low-income families – funds will be used for additional tutoring services, materials, and supplies for the tutoring program;

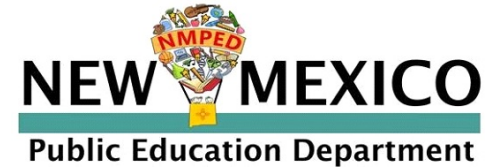
4.2.2 Students of color – Based on data collected, the CISD has been able to identify students who have are experiencing racial disparities within the school setting, both academically and socially. All staff involved in the comprehensive after school program will use an evidence-based restorative justice model of discipline and healing as the ways in which we address the needs of our kids. Funds will be used to purchase instructional materials that are culturally and linguistically relevant for the tutoring program;

4.2.3 Children with

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questions: a) Did students complete tutoring assignments? b) Did students submit tutoring assignments to teachers? c) Have students increased their participation in class activities linked to tutoring assignments? d) Have students increased their academic achievement in course subjects linked to tutoring assignments?

4.3 "On-the-Road Classrooms"

Target Population: Over 50% of the students in the Cuba Independent School District are on buses for more than an hour and one-half per day, which takes time away from completing homework assignments.

Implementation/Rationale: The district plans to use funds to pay staff to provide tutoring services and pay for Wi-Fi on buses for on-the-road classrooms. The district is currently in the process of equipping all buses with Wi-Fi.

disabilities – funds will be used to employ additional Educational Assistants, materials, and supplies for the tutoring program to work one-on-one with students specific to the each student's IEP;

4.2.4 EL students – funds will be used to employ additional tutors in English Language Development for the tutoring program;

4.2.5 Migratory students – funds will be used to employ additional tutors and to provide more materials and supplies for the tutoring program;

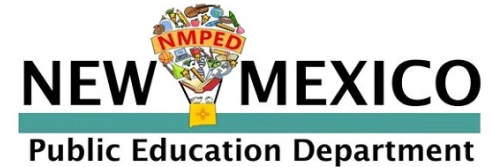
4.2.6 Students experiencing homelessness – funds will be used to purchase additional books, materials, and supplies.

4.2.7 Youth in foster care – funds will be used to purchase additional

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Currently, 4 out of 12 route buses have been equipped with Wi-Fi. A majority of our 650+ students ride the bus, some for several hours a day. In addition to 12 regular to and from routes, the District also operates 3 activity routes for students who participate in after-school activities/athletics. Once all buses are equipped with Wi-Fi, the District plans to employ 12 tutors (one per bus) to offer learning opportunities for students on the bus. The program will be similar to the one implemented by the Berkeley County. Refer to link in the EBI section.

“On-the-Road Classrooms” (school buses) will extend the learning day by providing: (a) tutors that will be available on school buses to provide assistance to students with: completing the day’s school work; areas of need for students who need more specific support prior to arriving home; working on homework;

tutoring services, materials, and supplies.

Staff: Teachers and Educational Assistants will serve as tutors and three tutors will be assigned to each school (Cuba Elementary School; Cuba Middle School; Cuba High School).

EBI Links:

Takeaways from Research on Tutoring to Address Coronavirus Learning Loss

<https://hechingerreport.org/takeaways-from-research-on-tutoring-to-address-coronavirus-learning-loss/>

The Importance of Getting Tutoring Right

<https://learningpolicyinstitute.org/blog/covid-getting-tutoring-right>

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(b) efficient Wi-Fi availability on schools buses to connect students to the internet for assistance with assignments.

According to the study from University of Colorado, Denver, school transportation can have a positive impact on school reforms by using the time spent on a bus to extend learning opportunities. Refer to link in the EBI section.

Staff: Tutors: Total of 12 tutors (one per bus)

EBI Links:

WiFi on Wheels

<https://apnews.com/article/5f394f60d0344748bb4f9be0579bc762>

How to create Learning Opportunities for Kids on the Bus

<https://www.kqed.org/mindshif>

Critical Elements to Make Tutoring Effective

<https://www.k12dive.com/news/7-critical-elements-to-make-tutoring-effective/598921/>

Learning Recovery: The Research on Tutoring, Extended School Year, and Other Strategies

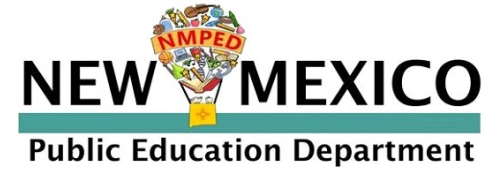
<https://www.edweek.org/leadership/opinion-learning-recovery-the-research-on-tutoring-extended-school-year-and-other-strategies/2021/04>

Monitoring: Each school, each PLC Team and each teacher has a data plan for each student that is based on the student's Galileo Beginning of Year (BOY) and Middle of Year (MOY) test data. Teachers will collaborate with tutors regarding student needs and will incorporate

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t/52116/how-to-create-learning-opportunities-for-kids-on-the-bus

Transportation- Extended Learning Time

<http://milehighconnects.org/wp-content/uploads/2014/12/Transportation-Extended-Learning-Time-Report-2014-sm.pdf>,

Monitoring: Each school, each PLC Team and each teacher has a data plan for each student that is based on the student's Galileo Beginning of Year (BOY) and Middle of Year (MOY) test data. Teachers will collaborate with tutors regarding student needs and will incorporate tutoring as part of each student's data plan. Student progress will be monitored on a daily basis by the tutors, who will keep teachers informed of each student's daily progress.

tutoring as part of each student's data plan. Student progress will be monitored on a daily basis by the tutors, who will keep teachers informed of each student's daily progress.

Assessment: The impact of the Tutoring Program will be assessed by the following questions: a) Did students complete tutoring assignments? b) Did students submit tutoring assignments to teachers? c) Have students increased their participation in class activities linked to tutoring assignments? d) Have students increased their academic achievement in course subjects linked to tutoring assignments?

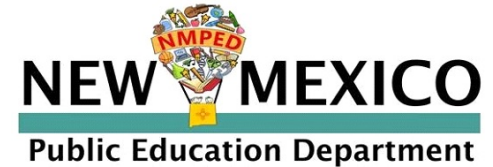
4.3 "On-the-Road Classrooms"

Target Population: Over 50% of the students in the

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Assessment: The impact of the Tutoring Program will be assessed by the following questions: a) Did students complete tutoring assignments? b) Did students submit tutoring assignments to teachers? c) Have students increased their participation in class activities linked to tutoring assignments? d) Have students increased their academic achievement in course subjects linked to tutoring assignments?

4.4 Students' Social, Emotional, Mental Health, and Academic Needs

Target Population: Students who are referred by case management teams, including low-income students, students of color, children with disabilities, English learners, migratory students, students experiencing homelessness, and children and youth in foster care.

Implementation/Rationale:

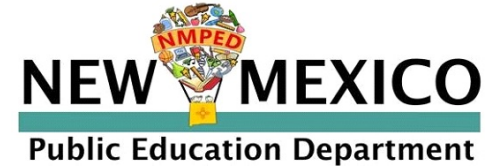
Cuba Independent School District are on buses for more than an hour and one-half per day, which takes time away from completing homework assignments.

Implementation/Rationale: The district plans to use funds to pay staff to provide tutoring services and pay for Wi-Fi on buses for on-the-road classrooms. The district is currently in the process of equipping all buses with Wi-Fi. Currently, 4 out of 12 route buses have been equipped with Wi-Fi. A majority of our 650+ students ride the bus, some for several hours a day. In addition to 12 regular to and from routes, the District also operates 3 activity routes for students who participate in after-school activities/athletics. Once all buses are equipped with Wi-Fi, the

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CISD has selected the CASEL SEL Framework as the overall approach to Social Emotional Support for students. CASEL’s framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classrooms, schools, families, and communities to enhance all students’ social, emotional, and academic learning. As per the CASEL SEL Framework, CISD will implement SEL-Focused Classrooms which the following three components: a supportive classroom climate, integration of SEL into academic instruction, and explicit SEL instruction. Administrators, teachers and Educational Assistants will receive professional development on implementing the CASEL SEL Framework.

The CISD also plans to purchase software and curriculum, and contract behavioral health

District plans to employ 12 tutors (one per bus) to offer learning opportunities for students on the bus. The program will be similar to the one implemented by the Berkeley County. Refer to link in the EBI section.

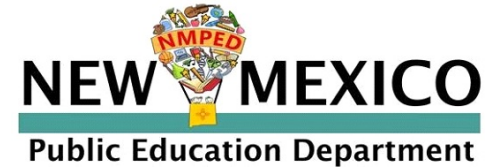
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According to the study from University of Colorado, Denver, school

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services for students to ensure that interventions respond to students' social, emotional, mental health and academic needs.

Staff: All administrators, teachers, and educational assistants; Contracted Behavioral Health Services personnel
EBI Links:

Systemic Social and Emotional Learning: Promoting Educational Success for All Preschool to High School Students
<https://casel.s3.us-east-2.amazonaws.com/Design-Systemic-SEL.pdf>

School-Based Screening: A Population-Based Approach to Inform and Monitor Children's Mental Health Needs

<https://link.springer.com/article/10.1007/s12310-010-9036-3>

Bark for Schools Case Study

transportation can have a positive impact on school reforms by using the time spent on a bus to extend learning opportunities. Refer to link in the EBI section.

Staff: Tutors: Total of 12 tutors (one per bus)

EBI Links:

WiFi on Wheels

<https://apnews.com/article/5f394f60d0344748bb4f9be0579bc762>

How to create Learning Opportunities for Kids on the Bus

<https://www.kqed.org/min-dshift/52116/how-to-create-learning-opportunities-for-kids-on-the-bus>

Transportation- Extended

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<https://www.bark.us/schools/Bark-for-Schools-Case-Study-Plum-Borough.pdf>

School-Based Screening: A Population-Based Approach to Inform and Monitor Children's Mental Health Needs

<https://link.springer.com/article/10.1007/s12310-010-9036-3>

Peekapak Software
<https://www.peekapak.com/>

Leaps for Schools Software
<https://leapsforschools.com/case-study-impact-of-leaps-pro-social-intervention-on-elementary-student-behavior-and-academic-achievement/>

Monitoring

The review paper on "School-Based Screening: A Population-Based Approach to Inform and Monitor Children's Mental Health Needs", discusses the need to move to preventive and

Learning Time

<http://milehighconnects.org/wp-content/uploads/2014/12/Transportation-Extended-Learning-Time-Report-2014-sm.pdf>,

Monitoring: Each school, each PLC Team and each teacher has a data plan for each student that is based on the student's Galileo Beginning of Year (BOY) and Middle of Year (MOY) test data. Teachers will collaborate with tutors regarding student needs and will incorporate tutoring as part of each student's data plan. Student progress will be monitored on a daily basis by the tutors, who will keep teachers informed of each student's daily progress.

Assessment: The impact of

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universal monitoring of students' social, emotional, and mental health. This is the route the district is taking.

We have two social workers and two academic success advisors to help monitor social, emotional, and mental health issues for students district-wide. We are looking for 2 additional social workers as well to help with the increasing need.

In addition, the District has implemented the Bark platform to monitor school issued online accounts for signs of cyber bullying, suicidal ideation, sexual predators, school shootings, and more.

Assessment

The review paper on "School-Based Screening: A Population-Based Approach to Inform and Monitor Children's Mental Health Needs, also discusses the need for school-based mental health professionals to

the Tutoring Program will be assessed by the following questions: a) Did students complete tutoring assignments? b) Did students submit tutoring assignments to teachers? c) Have students increased their participation in class activities linked to tutoring assignments? d) Have students increased their academic achievement in course subjects linked to tutoring assignments?

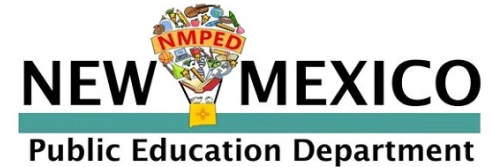
4.4 Students' Social, Emotional, Mental Health, and Academic Needs

Target Population: Students who are referred by case management teams, including low-income students, students of color, children with disabilities, English learners, migratory students, students experiencing homelessness, and children and youth in foster care.

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engage in systematic periodic mental health screening of all children. Our two social workers and our two academic success advisors help screen for social, emotional, and mental health issues for students district-wide, as well as assess their academic needs.

In addition, the District has purchased Peekapak and Leaps software to help with monitoring and assessment of students' social, emotional, mental health, and academic needs. Peekapak solutions allow educators and administrators to monitor students' progress using a data-analytics tool embedded within the curriculum. With uncertainty surrounding current and future COVID-19 variants, the data-analytics tool is critical during a hybrid teaching model by notifying district and school leaders about concerning student mood patterns reported on a digital check-in tool.

Implementation/Rationale: CISD has selected the CASEL SEL Framework as the overall approach to Social Emotional Support for students. CASEL's framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of classrooms, schools, families, and communities to enhance all students' social, emotional, and academic learning. As per the CASEL SEL Framework, CISD will implement SEL-Focused Classrooms which the following three components: a supportive classroom climate, integration of SEL into academic instruction, and explicit SEL instruction. Administrators, teachers and Educational Assistants will receive professional

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Leaps allows for teaching, monitoring and assessment of social-emotional skills and the impact it has on students' academic achievement, discipline, and attendance.

development on implementing the CASEL SEL Framework.

The CISD also plans to purchase software and curriculum, and contract behavioral health services for students to ensure that interventions respond to students' social, emotional, mental health and academic needs.

Staff: All administrators, teachers, and educational assistants; Contracted Behavioral Health Services personnel
EBI Links:

Systemic Social and Emotional Learning:
Promoting Educational Success for All Preschool to High School Students
<https://casel.s3.us-east-2.amazonaws.com/Design-Systemic-SEL.pdf>

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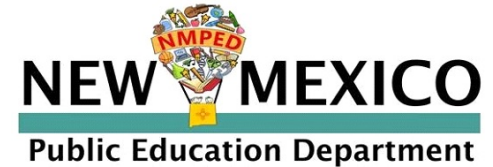
Peekapak Software
<https://www.peekapak.com/>

Leaps for Schools Software

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<https://leapsforschools.com/case-study-impact-of-leaps-pro-social-intervention-on-elementary-student-behavior-and-academic-achievement/>

Monitoring

The review paper on "School-Based Screening: A Population-Based Approach to Inform and Monitor Children's Mental Health Needs", discusses the need to move to preventive and universal monitoring of students' social, emotional, and mental health. This is the route the district is taking.

We have two social workers and two academic success advisors to help monitor social, emotional, and mental health issues for students district-wide. We are looking for 2 additional social workers as

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Assessment

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Leaps allows for teaching, monitoring and assessment of social-emotional skills

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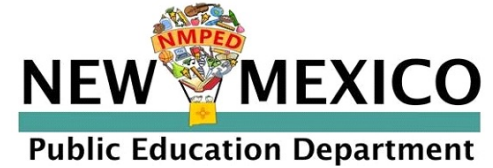


			and the impact it has on students' academic achievement, discipline, and attendance.	
Activities to address the Social Emotional Needs of all students	Yes	100,000.00	Yes	50,000.00
Activities to address the Academic Needs of all students	Yes	224,608.15	Yes	164,311.34
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	Yes	100,000.00	Yes	50,000.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	Yes	100,000.00	Yes	50,000.00
Students from low-income families	Yes	10,000.00	Yes	5,000.00
Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act ("IDEA"))	Yes	25,000.00	Yes	12,500.00
English learners	Yes	40,000.00	Yes	20,000.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	Yes	50,000.00	Yes	25,000.00
Migratory students	Yes	10,000.00	Yes	5,000.00
Students experiencing homelessness	Yes	10,000.00	Yes	5,000.00
Children and youth in foster care	Yes	5,000.00	Yes	2,500.00
Sub Totals		674,608.15		389,311.34

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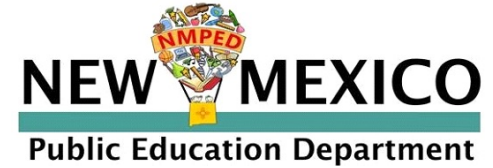
Additional Reserve Funds (Optional)

	Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups. Narrative1:		Narrative Response Directions: -Please be specific to how these funds will meet the needs of underrepresented student groups.	
Funds above and beyond the 20 percent minimum of funds to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care).				
Activities to address the Social Emotional Needs of all students	No	0.00	No	0.00
Activities to address the Academic Needs of all students	No	0.00	No	0.00
Activities that go above and beyond all services offered to all students to address the disproportionate impact of COVID-19 on underrepresented student subgroups:	No	0.00	No	0.00
Students from each racial or ethnic group (e.g., identifying disparities and focusing on underserved student groups by race or ethnicity)	No	0.00	No	0.00
Students from low-income families	No	0.00	No	0.00

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Children with disabilities (including infants, toddlers, children, and youth with disabilities eligible under the Individuals with Disabilities Education Act (“IDEA”))	No	0.00	No	0.00
English learners	No	0.00	No	0.00
Gender (e.g., identifying disparities and focusing on underserved student groups by gender)	No	0.00	No	0.00
Migratory students	No	0.00	No	0.00
Students experiencing homelessness	No	0.00	No	0.00
Children and youth in foster care	No	0.00	No	0.00
Sub Totals		0.00		0.00

Activities to Address Needs

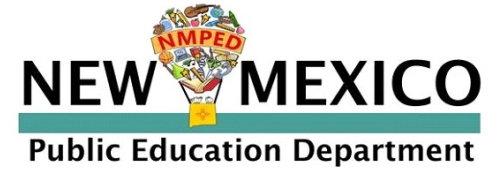
Descriptions for all narrative responses below must describe how interventions to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students.

Funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the following Acts.	2/3 Amount Allocations		1/3 Amount Allocations	
	Narrative	Amount	Narrative	Amount
Elementary and Secondary Education Act (ESEA)	In order to provide additional support to address the academic impact of lost	495,000.00	In order to provide additional support to address the academic impact of lost	295,000.00

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instructional time for all students, Cuba Independent School District (CISD) staff will use funds to hire staff and purchase the necessary materials and software to implement the following interventions: (a) Individual Student Academic Plans; (b) Integration of school-day classroom instruction into after-school curricula; (c) vertical curricular review and cross-grade collaboration. Funds will also be used for professional development for personnel providing these supports and for transportation for students to access these supports.

(a) Individual Student Academic Plans

School principals and teachers will collaborate with school counseling departments, the CISD Federal Programs Department, students and families to develop and implement individual student academic plans, which will assess and address different learning levels impacted by the COVID-19 crisis.

The learning plans will be in line with Galileo Testing and each student will develop an individualized graduation profile. The individualized learning plans will allow CISD staff to develop targeted supports for both

instructional time for all students, Cuba Independent School District (CISD) staff will use funds to hire staff and purchase the necessary materials and software to implement the following interventions: (a) Individual Student Academic Plans; (b) Integration of school-day classroom instruction into after-school curricula; (c) vertical curricular review and cross-grade collaboration. Funds will also be used for professional development for personnel providing these supports and for transportation for students to access these supports.

(a) Individual Student Academic Plans

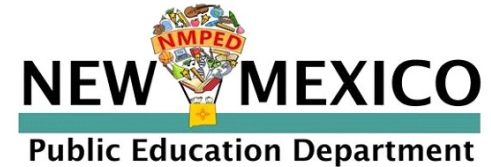
School principals and teachers will collaborate with school counseling departments, the CISD Federal Programs Department, students and families to develop and implement individual student academic plans, which will assess and address different learning levels impacted by the COVID-19 crisis.

The learning plans will be in line with Galileo Testing and each student will develop an individualized graduation profile. The individualized learning plans will allow CISD staff to develop targeted supports for both academic and social-emotional needs.

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academic and social-emotional needs.

The following principles will be used in creating the individualized learning plans.

1.0 Students at the Center

1.1 Build on the student's strengths, interests, needs and backgrounds, including such factors as: gender, race, color, national origin, disabilities, age, students from low-income families, English learners, students experiencing homelessness, children and youth in foster care, migratory students, etc., and use this knowledge to guide positive learning experiences.

1.2 Develop a weekly plan and schedule that offers routines and structures for consistency and balancing of think, work, and playtime for health and well-being.

1.3 Contact families to support student learning through ongoing communication and collaboration. Communication will not look the same for every student and family, and the CISD will use a variety of approaches to communicate with families, including home visits. In addition, CISD staff will purchase translation boxes and will provide translators in order to fully communicate with Diné- and Spanish-speaking families.

1.4 Professional development will be

The following principles will be used in creating the individualized learning plans.

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1.4 Professional development will be provided for all staff on best practices for placing

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provided for all staff on best practices for placing students at the center of educational practices.

2.0 Equity and Access

2.1 Set individual goals for each student using knowledge about them, including such factors as students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, migratory students, etc., and content area standards.

2.2 Consider how to deliver content depending on tools and resources accessible to each student, and provide additional resources as needed. Alternative modes of instruction may include the use of online learning, telephone communications, email, virtual instruction, videos, slideshows, project-based learning, use of instructional packets, one-on-one and small group tutoring, or a combination to meet student needs.

2.3 Since families are critical partners in the learning process, CISD staff will communicate with families about engagement strategies to support students as students access the learning process. CISD staff will purchase translation boxes and will provide translators

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in order to fully communicate with Diné- and Spanish-speaking families.

2.4 Provide transportation as needed for students to have access to school and community resources.

2.5 Professional development will be provided for all staff on best practices to ensure equity and access for all students.

3.0 Assess Student Learning

3.1 Use a variety of strategies to monitor, assess, and provide feedback to students about their learning.

3.2 Use formative assessment results to guide teacher reflection on instruction's effectiveness and to determine the next steps for student learning.

3.3 Communicate with families about assessment results to inform them about any needed next steps. CISD staff will purchase translation boxes and will provide translators in order to fully communicate with Diné- and Spanish-speaking families.

3.4 Professional development will be provided for all staff on best practices to assess student learning.

(b) Integration of school-day classroom instruction into after-school curricula

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(b) Integration of school-day classroom instruction into after-school curricula

To improve the school performance of

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To improve the school performance of students, the curriculum of after-school programs will be aligned with that of the school by using regular school-day teachers as key program staff, as well as trained, qualified instructors who provide homework assistance and organize activities promoting mastery of basic skills. Professional development will be provided for all staff on best practices for Integration of school-day classroom instruction into after-school curricula

(c) Vertical curricular review and cross-grade collaboration

Vertical curricular review and cross-grade collaboration refers to ensuring “what students learn in one lesson, course, or grade level prepares them for the next lesson, course, or grade level.”

The CISD teachers, who are instructing at different grade levels and/or in different courses, will collaborate together to better understand individual students’ learning needs. By formalizing the vertical curricular review and cross-grade collaboration process into a district-wide expectation, teachers will be able to identify, understand, and address all students’ learning gaps. Professional

students, the curriculum of after-school programs will be aligned with that of the school by using regular school-day teachers as key program staff, as well as trained, qualified instructors who provide homework assistance and organize activities promoting mastery of basic skills. Professional development will be provided for all staff on best practices for Integration of school-day classroom instruction into after-school curricula

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	development will be provided for principals and teachers on vertical curricular review and cross-grade collaboration process. a		cross-grade collaboration process. a	
Individuals with Disabilities Education Act (IDEA)	CISD will use funds to hire personnel and purchase materials and software that can help deepen the support for one-on-one services to students. Funds will be used for Educational Assistants' salaries and to help retain special education teachers. Premium pay will be provided staff as related to the COVID crisis when they are required to work in hazardous conditions.	200,000.00	CISD will use funds to hire personnel and purchase materials and software that can help deepen the support for one-on-one services to students. Funds will be used for Educational Assistants' salaries and to help retain special education teachers. Premium pay will be provided staff as related to the COVID crisis when they are required to work in hazardous conditions.	100,000.00
Adult Education and Family Literacy Act (AEFLA)	The district plans to use funds to contract with UNM professors who speak Spanish and Dine to work with families on adult and family literacy to: 1. to help adults become literate and gain the skills needed for employment and self-sufficiency; 2. to assist parents in obtaining skills in order to be active participants in their children's educational development; and 3. to help adults complete a secondary education.	100,000.00	The district plans to use funds to contract with UNM professors who speak Spanish and Dine to work with families on adult and family literacy to: 1. to help adults become literate and gain the skills needed for employment and self-sufficiency; 2. to assist parents in obtaining skills in order to be active participants in their children's educational development; and 3. to help adults complete a secondary education.	50,000.00

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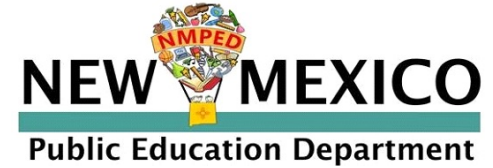


<p>Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)</p>	<p>CISD will use funds to ensure that CTE is a more readily and integrated part of our school district's offerings through CTE Programs (Agriculture, Welding, Art, Dance, Drafting, Engineering, Film making) by hiring personnel to teach in these areas and by purchasing technology, supplies, curriculum and software.</p>	<p>100,000.00</p>	<p>CISD will use funds to ensure that CTE is a more readily and integrated part of our school district's offerings through CTE Programs (Agriculture, Welding, Art, Dance, Drafting, Engineering, Film making) by hiring personnel to teach in these areas and by purchasing technology, supplies, curriculum and software.</p>	<p>50,000.00</p>
		<p>895,000.00</p>		<p>495,000.00</p>

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Response Efforts - COVID 19

Allowable Activities for Remaining Funds. Consistent with PED’s priority to close the digital divide, LEAs must explain how they are using ARP ESSER funds to ensure access to digital devices and other technology for at-risk students and teachers who need them, as well as Internet technology support services. Digital devices must be capable of meeting at-risk students’ remote learning needs and teachers’ remote teaching needs. Digital devices must allow for the reliable download and upload of assignments, streaming of instructional videos, and participation in individual and group video conferencing. In the category below “purchasing instructional technology,” please include in the narrative an explanation of how the LEA is meeting this priority and a dollar amount that will be used for these purposes.

ARP ESSER 2/3

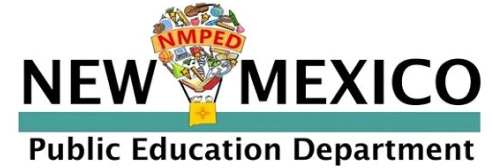
ARP ESSER 1/3

	Narrative	Amount	Narrative	Amount
Training and professional development on sanitizing and minimizing the spread of infectious diseases	CISD will use funds for professional development for all colleagues to have training on minimizing the spread of infectious diseases and for supplies necessary for this effort.	50,000.00	CISD will use funds for professional development for all colleagues to have training on minimizing the spread of infectious diseases and for supplies necessary for this effort.	10,000.00

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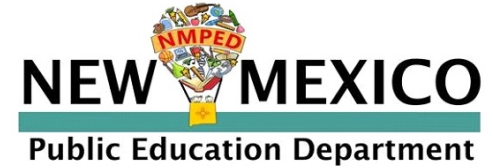


Purchasing supplies to sanitize and clean the LEA's facilities	CISD will use funds to ensure that students and staff have access to PPE, and specific materials to sanitize all areas of the school district with specific emphasis on schools.	100,000.00	CISD will use funds to ensure that students and staff have access to PPE, and specific materials to sanitize all areas of the school district with specific emphasis on schools.	100,000.00
Repairing and improving school facilities to reduce risk of virus transmission and exposure to environmental health hazards	CISD will use funds to develop and upgrade outdoor classrooms and play areas for students in all levels that will allow for student participation with reduced risk of virus transmission and exposure to environmental health hazards.	100,000.00	CISD will use funds to develop and upgrade outdoor classrooms and play areas for students in all levels that will allow for student participation with reduced risk of virus transmission and exposure to environmental health hazards.	50,000.00
Improving indoor air quality	CISD will use funds to contract services and purchase equipment and supplies to improve indoor air quality filtration systems.	20,000.00	CISD will use funds to contract services and purchase equipment and supplies to improve indoor air quality filtration systems.	5,000.00
Addressing the needs of children from low-income families, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth	Funds will be used to purchase additional vehicles to provide outreach services especially during COVID situations when students are unable to be at school.	100,000.00	Funds will be used to purchase additional vehicles to provide outreach services especially during COVID situations when students are unable to be at school.	50,000.00

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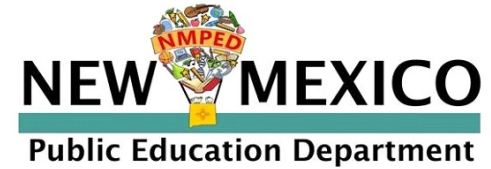


<p>Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs</p>	<p>CISD will use funds to contract with outside agencies to provide PD in various areas to improve CISD district-wide systems and procedures. Team building activities will be implemented with the district wide leadership team. Funds will be used for: trainers; books; materials; hotel stays; stipends for those who are off contact; travel and food. Board Retreat in July 2021 and January of 2022: trainers; lodging, food, and travel costs.</p>	<p>10,000.00</p>	<p>CISD will use funds to contract with outside agencies to provide PD in various areas to improve CISD district-wide systems and procedures. Team building activities will be implemented with the district wide leadership team. Funds will be used for: trainers; books; materials; hotel stays; stipends for those who are off contact; travel and food. Board Retreat in July 2021 and January of 2022: trainers; lodging, food, and travel costs.</p>	<p>2,500.00</p>
<p>Planning for or implementing activities during long-term closures, including providing meals to eligible students and providing technology for online learning</p>	<p>Funds will be used to provide transportation services for meal delivery and instructional technology to students on remote learning during COVID situations.</p>	<p>10,000.00</p>	<p>Funds will be used to provide transportation services for meal delivery and instructional technology to students on remote learning during COVID situations.</p>	<p>2,500.00</p>
<p>Purchasing educational technology (including hardware, software, connectivity, assistive technology, and adaptive equipment) for students that aids in regular and substantive educational interaction between students and their classroom instructors, including students from low-income families and children with disabilities (see above for additional requirements for this activity)</p>	<p>Funds will be used to ensure that students and staff have adequate access to internet and technology equipment at home in order to access lessons, etc.</p>	<p>1,000,000.00</p>	<p>Funds will be used to ensure that students and staff have adequate access to internet and technology equipment at home in order to access lessons, etc.</p>	<p>632,245.34</p>

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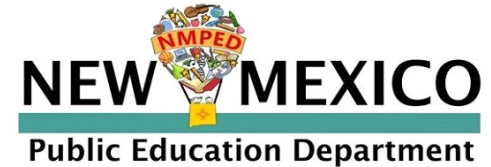


Providing mental health services and supports, including through the implementation of evidence based full-service community schools and hiring of counselors	CISD will use funds to contract with School Psychologists and Doctors in the field of Family Mental Health to work with our students and families that are experiencing trauma within their family and need targeted counseling and support.	23,432.60	CISD will use funds to contract with School Psychologists and Doctors in the field of Family Mental Health to work with our students and families that are experiencing trauma within their family and need targeted counseling and support.	20,000.00
Planning and implementing activities related to summer learning and supplemental after-school programs		0.00		0.00
Addressing learning loss	Funds will be used to employ additional teachers and educational assistants to help address learning loss.	100,000.00	Funds will be used to employ additional teachers and educational assistants to help address learning loss.	100,000.00
Other activities that are necessary to maintain operation of and continuity of and services, including continuing to employ existing or hiring new LEA and school staff	CISD will use funds for: (a) Employing existing or hiring new LEA school staff to address deep learning loss. This will include Assistant Principals, Turnaround Specialists, and Instructional Coaches to work with classroom teachers. (b) Retention stipends for staff, which is intended to address and minimize any disruption, \$160K. (c) Nursing supplies and refrigerators and icemakers needed to ensure safety of students so that they are able to continue participating in the educational process, \$5K. (d) Cell service for school personnel, as needed for remote learning days in	290,000.00	CISD will use funds for: (a) Employing existing or hiring new LEA school staff to address deep learning loss. This will include Assistant Principals, Turnaround Specialists, and Instructional Coaches to work with classroom teachers. (b) Retention stipends for staff, which is intended to address and minimize any disruption, \$160K. (c) Nursing supplies and refrigerators and icemakers needed to ensure safety of students so that they are able to continue participating in the educational process, \$5K. (d) Cell service for school personnel, as needed for remote learning days in	90,000.00

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order to maintain communication between teacher and students so that students can participate in the educational process, 20K.

(e) Construction supplies (concrete, etc.) – needed to set up a ground level base for the Starlink Internet Satellite System which will allow student access to remote learning in order to maintain communication between teacher and students so that students can participate in the educational process, \$15K.

Although there is a category for purchasing technology, the construction supplies are actually not the technology itself, but rather the supplies needed to create the base for the technology system.

(f) Clear plastic Backpacks which are easy to wipe down and disinfect to minimize the spread of infectious diseases.

(g) Physical Education/sports equipment to encourage outside activities to minimize the spread of infectious diseases.

(h) Supporting a parent navigator program to assist students and families in becoming familiar with accessing supports and services to help meet their families' needs, while integrating

order to maintain communication between teacher and students so that students can participate in the educational process, 20K.

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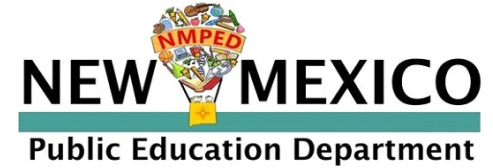
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	<p>language and culture. The pandemic brought to light the extreme need to support families in fulfilling their childcare responsibilities, as well as the important role that language and culture play. Research has proven that the family is the primary context for children’s well-being and healthy development. CISD will use funds to contract with parent navigators and other services providers to document this program (photographers, videographers, publishers, etc.)</p> <p>https://www.childtrends.org/publications/strategies-to-build-evidence-for-kinship-navigator-programs-under-the-family-first-act</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8376025/</p>		<p>language and culture. The pandemic brought to light the extreme need to support families in fulfilling their childcare responsibilities, as well as the important role that language and culture play. Research has proven that the family is the primary context for children’s well-being and healthy development. CISD will use funds to contract with parent navigators and other services providers to document this program (photographers, videographers, publishers, etc.)</p> <p>https://www.childtrends.org/publications/strategies-to-build-evidence-for-kinship-navigator-programs-under-the-family-first-act</p> <p>https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8376025/</p>	
Coordinating preparedness and response efforts with State, local, Tribal, and territorial public health departments to prevent, prepare for, and respond to COVID-19.		0.00		0.00
Sub Totals		1,803,432.60		1,062,245.34

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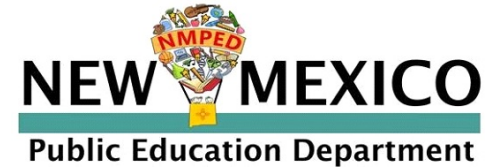


Program Consultation			
To the extent present, describe how the LEA has meaningfully engaged the following stakeholder groups:	Date(s) Consulted	Date(s) Consulted	Date(s) Consulted
Students	6/9/2021	6/16/2021	
Families	6/9/2021	6/16/2021	
School and district administrators (including Special Education administrators)	6/9/2021	6/16/2021	6/22/2021
Teachers	6/9/2021	6/16/2021	6/22/2021
Principals	6/9/2021	6/16/2021	
School leaders	6/9/2021	6/16/2021	
Other educators	6/9/2021	6/16/2021	
School support personnel	6/9/2021	6/16/2021	
Unions	6/9/2021	6/16/2021	
Tribes(if applicable)	6/9/2021	6/16/2021	6/22/2021
Civil rights organizations (including disability rights organizations)	6/9/2021	6/16/2021	
Superintendents	6/9/2021	6/16/2021	
Charter school leaders (if applicable)	6/9/2021	6/16/2021	
Stakeholders representing the interests of:			
Children with disabilities	6/9/2021	6/16/2021	
English learners	6/9/2021	6/16/2021	
Children experiencing homelessness	6/9/2021	6/16/2021	
Children in foster care	6/9/2021	6/16/2021	
Migratory students	6/9/2021	6/16/2021	
Children who are incarcerated	6/9/2021	6/16/2021	

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Other underserved students	6/9/2021	6/16/2021
<p>Interim Final Requirement: Under this requirement, an SEA must engage in meaningful consultation with various stakeholder groups on its ARP ESSER plan and give the public an opportunity to provide input on the development of the plan and take such input into account. Specifically, an SEA is required to consult with students; families; Tribes (if applicable); civil rights organizations (including disability rights organizations); school and district administrators (including special education administrators); superintendents; charter school leaders (if applicable); teachers, principals, school leaders, other educators, school staff, and their unions; and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students in the development of its ARP ESSER plan. Under the requirement, an SEA must also provide the public with the opportunity to provide input in the development of the plan and take such input into account.</p>		
<p>*Meaningful consultation means each stakeholder group was afforded multiple opportunities to provide feedback on the LEAs ARP application prior to the application being submitted. Pursuant to 2 C.F.R. § 200.332(a)(5), all sub recipients as identified in Exhibit A, attached to this sub award, must permit PED and auditors access to records and financial statements as necessary.</p>		

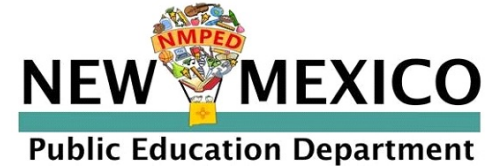
Indirect Cost Rate								
	Indirect Y/N	Allocations	Indirect Cost Rate	Indirect Cost D	Fixed Assets	Indirect Amount	Indirect Base Amount	Budget Balance
ARP ESSER 1/3 rd Indirect Cost Rate	No	1,686,520.38	8	1.08	0.00	0.00	0.00	0.00
ARP ESSER 2/3 rd Indirect Cost Rate	No	3,373,040.75	8	1.08	0.00	0.00	0.00	0.00

Required Information - GEPA	
	Required Narrative
<p>Please describe how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede equal access to, or participation in, the program.</p>	<p>Section 427 of GEPA (20 U.S.C. 1228a) describes six barriers that may impede equal access to, or participation in, the program: gender, race, color, national origin, disability, and age. In addition,</p>

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For examples of applicable, relevant, acceptable responses, please see:
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

GEPA Rubric

A satisfactory answer

- Describes potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- Describes steps that will be taken to eliminate or reduce those barriers to ensure equitable access

May require revision

- May not clearly or completely describe potential barriers to accessing aspects of the proposed spending plan based on criteria such as gender, race, color, national origin, (dis)ability, and age
- May not clearly or completely describe steps that will be taken to eliminate or reduce those barriers to ensure equitable access

the CISD has identified the following barriers that may impede participation in academic programs: access to internet; technology; travel-time on buses to and from school; home language of students and families; lack of food, clothing, materials, and supplies.

To overcome these barriers, school principals and teachers will collaborate with school counseling departments, the CISD Federal Programs Department, students and families to develop and implement individual student academic plans.

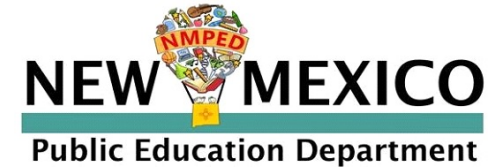
The plans will build on the student's strengths, interests, and backgrounds in order to meet student' needs and remove barriers to participating in services, including such factors as: gender; race; color; national origin; disabilities; age. The plans will also address the needs. and remove barriers, for students from low-income families; English learners, students experiencing homelessness, children and youth in foster care, migratory students, etc., and use this knowledge to guide positive learning experiences.

For example: CISD will use funds to provide students from low-income families with receive additional tutors, technology, materials, and supplies; students of color will receive

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instructional activities, materials and methodologies that are culturally and linguistically relevant; children with disabilities will receive additional Educational Assistants to work one-on-one with students, as well as additional technology, materials, and supplies specific to the each student's IEP; EL students will receive more books in multi-languages and more tutors in language development; migratory students will receive additional technology, tutors, materials, and supplies; students experiencing homelessness will receive additional technology, books, materials, supplies, food, clothing, and shoes; youth in foster care will receive additional tutors, technology, materials, and supplies.

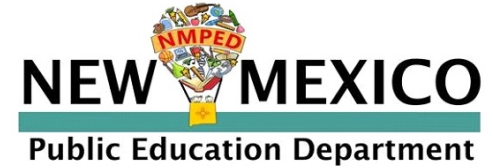
In addition, the CISD will use funds to ensure that all staff and students have adequate access to the internet at home, as well as access to computer equipment.

Extended travel time on buses to and from school is another barrier. Over 50% of the students in the CISD are on buses for more than an hour and one-half per day, which takes time away from completing homework assignments. "On-the-Road Classrooms" (school buses) will extend the learning day by providing: (a) tutors that will be available on school buses to provide assistance to students with: completing the

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CUBA INDEPENDENT SCHOOLS

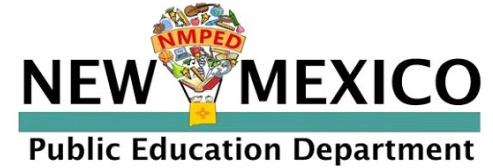


	<p>day's school work; areas of need for students who need more specific support prior to arriving home; working on homework; (b) efficient Wi-Fi availability on schools buses to connect students to the internet for assistance with assignments.</p>		
<p>The LEA agrees to comply with the following requirements regarding Maintenance of Equity for High Poverty Schools: (c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH [1] POVERTY SCHOOLS. — (1) IN GENERAL.—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023— (A) reduce per-pupil funding (from combined State and local funding) for any high [1] poverty school served by such local educational agency by an amount that exceeds— (i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or (B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds— (i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by (ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year. (2) EXCEPTION.—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year: (A) Such local educational agency has a total enrollment of less than 1,000 students. (B) Such local educational agency operates a single school. (C) Such local educational agency serves all students within each grade span with a single school. (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education</p>	<p>True</p>		
<p>The LEA agrees to make publicly available a copy of the LEA's re-entry plan on the LEA's website no later than June 24, 2021</p>	<p>True</p>		

ARP Grant Application

2021-2022

CUBA INDEPENDENT SCHOOLS



Instructions:

During the period of the ARP ESSER award established in section 2001(a) of the ARP Act (i.e., until September 30, 2023), an LEA must periodically, but no less frequently than every six months, review and, as appropriate*, revise and post its plan for safe return to in-person instruction and continuity of services. Consistent with section 2001(i)(2) of the ARP Act, which requires an LEA to seek public comment on the development of its plan, an LEA must seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan, i.e., the LEA must seek public input on whether to revise its plan and on any revisions to its plan no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools). The requirement clarifies that, if the LEA revises its plan, the revised plan must address each of the aspects of safety currently recommended by the CDC or, if the CDC has updated its safety recommendations at the time the LEA is revising its plan, each of the updated safety recommendations.

Under this requirement, the plans must be: In an understandable and uniform format; to the extent practicable, written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent.

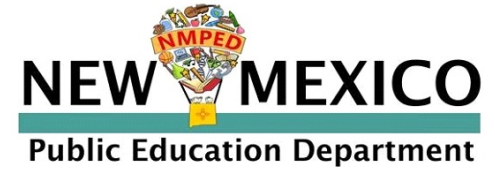
In the fields below, please provide a link to the LEA’s most current posted plan on the LEA’s website, and the date the plan was posted to the LEA’s website.

First Posting	http://cuba.k12.nm.us , http://cuba.k12.nm.us	
Second Posting (if needed*)	http://cuba.k12.nm.us/about/latest_news/cisd_school_reentry_plan , Cuba safe-return plan	12/17/2021
Third Posting (if needed*)		
Fourth Posting (if needed*)		
Fifth Posting (if needed*)		
Sixth Posting (if needed*)		
Seventh Posting (if needed*)		

ARP Grant Application

2021-2022

CUBA INDEPENDENT SCHOOLS



Eighth Posting (if needed*)		
The LEA agrees to make a copy of the LEA's ESSER III application on the LEA's website no later than August 24, 2021	True	
The LEA Agrees to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC)	True	

Posting of LEA's ARP ESSER III Application to the LEA's Website		
District	Date	Please provide a link to the LEA s ARP ESSER III application on the LEA s website
CUBA	9/30/2021	http://cuba.k12.nm.us/federal_programs/grant_applications___reports , Cuba ARP ESSER III Application FY22