



ESEA Consolidated Application

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CUBA INDEPENDENT SCHOOLS

	Title I A	Title I D	Title II A
Allocation	715,212.52	0	65,340.75
Debit	715,212.52	0	0.00
Credit	0.00	0.00	0.00
Balance	0.00	0	65,340.75

Application Status
Submit to State

Module 2: Transferability & Reap Flex						
Reap Eligibility	Transfer Eligibility	REAP Are you planning to utilize Reap-Flex?	Transfer Are you planning to utilize Transferability ?	Transfer T1 Transfer from Title II A to Title I A	TOTAL TRANSFER	Fund Utilization How will Title II/Title IV funds be used? Please be as thorough and detailed as possible.
Yes	Yes	No	No	0.00	0.00	N/A

Module 3: Private School Equitable Services						
Transfer T1 Transfer from Title IIA to Title IA	Child Count Enter the total number of students from low income families residing in participating Title I school attendance areas and attending either a participating Title I public school or a participating private non-profit school.	Private Low Income PCT	Sum Low Income Students	Proportionate Funds	Sum Admin Costs	Private School Total
0	0	0.00 %	0	00.00	0	00.00

Module 3.1: Private School Criteria						
Private School Enter name of private school	Low Income Students Enter total number of eligible private school students from low-income families in attendance at this private school.	Private Low Income Students Percentage of low income students	Private School Funds	Administrative Costs Enter the amount the district will set aside to administer the private school Title I program.	Private School Total	Criteria What criteria were used to determine low income eligibility?



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Module 4: District Level Admin Staff, Superintendents, Principals or Business Staff

Salary Support	Business Manager Compensation	Business Office Support	Support Rationale
Are Title I funds being used to support any portion of a superintendent's or building administrator's salary to serve as the District Title I Director?	Are Title I funds being used to support any portion of the salary or additional compensation for a business manager?	Are Title I funds being used to support any portion of the salary or additional compensation for business office support?	If Title I funds are being used to support any portion of a superintendent's, principal's, building administrator's, business manager or business office support salary, provide a rationale for this support. If NO, please enter N/A.
N/A	N/A	N/A	N/A

Module 4.1: District Level Administrative Staff

Location Name	Position Title	Functions Duties	Pars Certifications	% FTE Title I	% FTE Other	FTE 100 %
		Select applicable Title I supported function and or duty performed	Are time and effort certifications/personnel activity reports (PARs) on file for administrative staff paid out of ESSA funds?	Percent of Title I Fund Sources for FTE.	Percent of "Other" Fund Sources for FTE.	
CUBA DISTRICT OFFICE	Coordinator, Federal Programs	Indian Education Support;	Yes	10%	90%	100%

Module 4.2: District Level Administrative Costs

Administrative Amt	Administrative Detail	Admin Pool
Enter Administrative Fund Set-Aside from Title I Part A.	Describe the administrative expenditures from Title I funds. Attach additional pages if necessary in module 16.	Does the District choose to consolidate its ESSA administrative funds in a consolidated administrative pool?
\$10,000	Salary and Benefits for 0.10 FTE Coordinator	Yes



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Module 5: Program Consultation and Program Planning		
Program Plan Funding	School Rank Order	Snapshot
<p>Describe the process the district used to determine how Title I funds are to be utilized. Be specific regarding needs assessments, review of available data and research. Attach additional documents as needed in module 18.</p>	<p>Option 1 - Use 80-day or 120-day direct certification pre-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the National School Lunch Program (NSLP).</p> <p>Option 2 - Use 80-day or 120-day direct certification <u>pre-multiplier data</u> for CEP schools and schools that do not participate in the NSLP, AND the number of students identified by direct certification plus the number of students identified for <u>free lunch only</u> through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.</p> <p>Option 3 - Use 80-day or 120-day direct certification <u>post-multiplier data</u> for CEP schools and schools that do not participate in the NSLP, AND the number of students identified by direct certification plus the number of students identified for <u>free and reduced lunch</u> through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.</p> <p>Option 4 - Use 80-day or 120-day direct certification <u>post-multiplier data</u> for CEP schools and schools that do not participate in the NSLP, AND the higher of a school's (1) number of students identified by direct certification x 1.6 or (2) the number of students identified by direct certification plus the number of students identified for free and reduced lunch through NSLP household applications (or income verification forms that use the same poverty measures as NSLP forms) for non-CEP schools, including standard and Provision 2 schools.</p> <p>Option 5 - Use 80-day or 120-day direct certification post-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the NSLP.</p> <p>Option 6 - An LEA may elect to use a single form to collect household income information to (1) determine eligibility for school meals in non-CEP schools; and (2) distribute other education funding (Title I-A) in CEP schools and in schools that do not participate in the NSLP.</p>	<p>Select 80 day or 120 day</p>
<p>Process for Determining How Title I Funds are to be Utilized</p> <p>Staffs at each school, in collaboration with the Federal Program Office staff, continuously collect data at the school level. This formative and summative evaluation data provides guidance in the ongoing decision-making process for providing appropriate student and parent services, and includes such items as test data, attendance data, high school graduation rates, etc., as well as input via surveys from teachers, parents and students regarding specific student and family needs. Data is disaggregated to the individual student/family level to better track the individual needs of students and their families.</p> <p>The Superintendent also obtains input on all federal grants from the Navajo Nation through the official Navajo Nation Diné Department of Education ESSA Tribal Consultation and in meetings with the presidents of the three Navajo Nation Chapters that have students enrolled in Cuba Independent School District (CISD): Counselor, Ojo</p>	<p>Option 1 - Use 80-day or 120-day direct certification pre-multiplier data for all schools, CEP, non-CEP, and schools that do not participate in the National School Lunch Program (NSLP).</p>	<p>80 day</p>



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Encino and Torreon. In addition, the Indian Education Parent Committee (IEPC), consisting of five Navajo parents with children enrolled in the CISD, also provides input for all federal grants.

The District Administration Team, which consists of the Superintendent, Federal Programs Director, Special Education Coordinator, Principals, Testing Coordinator and Data Coordinator, consults with the school level Professional Learning Communities (PLCs) and the school site NM DASH Core Teams to consolidate this data and create a composite view of student/parent needs, which in turn focuses the CISD resources.

CISD administrators also conducted a needs analysis survey coupled to an Impact Aide survey which gave insight to the needs of students and parents across the district. Major trends that were distilled from these surveys were that a large portion of parents felt their children's biggest academic struggle was in reading, writing, and math. Subjects that parents felt needed to be included into the school day were fine arts (music, art, band, drama, etc.), Science, Technology, Engineering, and Math (STEM), Business, ROTC, and Life Skills.

Barriers for the parents that prevented education of their children were communication, not being able to help their child in school work, basic needs such as transportation, and internet access. Barriers that prevented students in his/her education were themselves, teacher issues, reading skills, and disabilities. Areas parents would change about CISD were consistency in school programming and structure, communication, transportation, and increased anti bullying initiatives. Overwhelmingly parents felt CISD should support cultural and language education in partnership with parents and communities. Parents also communicated their need of support with 21st Century technology in the schools in accessibility to internet, how to use current technology, and communication of expected use of technology.

Root Causes, within all schools root causes suggest the following:

- Teachers and leaders have limited knowledge and understanding of Cultural and Language responsiveness, differentiated instruction, and project based learning
- Misalignment of standards



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- Teachers and leaders have limited knowledge of standards
- Inappropriate/broken intervention systems (Rtl)
- District and school misalignment of students behavioral and social emotional support systems
- District wide misalignment of Navajo Language curriculum and implementation
- District wide limitations of knowledge and implementation of quantitative and qualitative data driven instruction

Once overall student and family needs have been identified, the District Administration Team analyses the available district resources and determines which funds to use to meet identified needs. Funding source requirements and eligibility are carefully reviewed to ensure compliance and to avoid supplanting issues.

District Resources include:

1. State/Operational Funding
2. PED Indian Education School District and Cultural Inclusion Initiative
3. Johnson O'Malley 5
4. State Bilingual Multicultural Program
5. Title IA
6. Title IC Migrant
7. Title ID Neglected/Delinquent
8. Title IIA Professional Development
9. Title III English Language Acquisition
10. Title IV Student Support and Academic Enrichment
- 11 Title VI Federal Indian Education Formula Grant
12. Title VII Impact Aid
13. SPED

At the end of the school year, the District Administration Team thoroughly reviews the District's services and use of funds, with a focus on the outcome (impact) of these services and use of funds in meeting the needs of students and their families.



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Module 6: CSI & TSI Support		
School	CT Amount	Support
	Enter the amount the district will set aside to support the identified school. CSI = Comprehensive Support and Improvement TSI = Targeted Support and Improvement	Describe the process used by the school's Core Team, in collaboration with the district representative, to identify performance challenges, complete root cause analysis, and identify focus area(s) for DRAFT 2019-20 NM DASH Annual Plan (CSI and TSI schools) and for the CSI plan (if applicable). How will the funding be used to support the implementation of the focus area. Additionally, describe how the needs of subgroup populations will be addressed and met.
Cuba High	0	N/A

Module 7: Title I Community Schools										
Will the district set aside Title I funds for Community Schools?										
Title I Funds	Name of School	Community School Amount	Process	Title I Funds Usage	Community School Coordinator Amount	Stakeholder Engagement Process	Meet Needs Of Community	Collaborative Leadership And Practices	Professional Development Funds	Evaluate & Assess
Will the district set aside Title I funds for Community Schools?			Describe the process for determining the T1 set aside amount.	Are Title I funds being used to support any portion of a Community Schools coordinator?	If so, please indicate the amount set-aside for the Community Schools coordinator.	Please describe the stakeholder engagement process the school district or school used to plan and develop the Community School. List the partners that participated in the consultation. Examples of community participation through stakeholder engagement would be: parents, families, federal, state, and local and tribal governments.	Describe the process on how the Community School will or has coordinated and leveraged resources (state, federal grants, donations) in order to meet the needs of the community.	Please list the goals and evidence-based strategies, programs and practices that support the students, families and community members in ensuring student success based on the Four Pillars of Community Schools	Enter amount to be set aside for Professional Development for staff members.	How will you know if it's working? Describe the district or school's process for reporting results to the site leadership team and community?
NO	N/A	0.00	N/A	N/A	0	N/A	N/A	N/A	N/A	N/A



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Module 8: Indirect Costs

Will the District claim Indirect Costs for Title I?

T1 Part A	Indirect Cost Rate	Fixed Assets	Budget Balance	Indirect Amount	Funds Budgeted
715,212.00	8.00	0.00	662,233.33	52,978.67	715,212.00

Module 8.1: Parent Costs Set Aside

Parent Costs	Out To School	District Activities	Parent Involvement	Fund Usage	School Parent Compact	District Parent Policy
	Is 90% of this amount flowing out to schools?	Is the district providing district-wide activities?	How were parents involved in decisions made about the parent involvement funds?	Describe how parent involvement funds will be used.	Do schools have current parent compacts that meet the requirements of Section 1116?	Does the district have current district and school level parent involvement policies that meet the requirements of Section 1116?
7,152	Yes	Yes	Parent Meetings were held at district sites and in surrounding Chapter Houses throughout the year.	Parent Involvement funds will be used for parent meetings and trainings at parent institutes and conferences.	Yes	Yes

Module 8.2: Summer School Set Aside

Summer School Amount	Eligibility	Program
	Provide criteria used to establish student eligibility for Summer School programs.	Describe the content of the Districts Summer Programs.
0	N/A	N/A

Module 8.3 After School Program

After School Amount	Eligibility	Program
	Provide the criteria used to establish student eligibility for the District's After School Program.	Describe the content of the Districts After School Program (i.e. enrichment, reading/math support, arts, science, etc.).
3,619	Teacher referral of students with the most needs determined by: class/course grades; standardized tests; ACCESS data; teacher observations.	Reading and Math Support K-12



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Module 8.4: Staff Development Set Aside	
Staff Development	Activities
	Describe the types of staff development opportunities that will be provided.
0	N/A

Module 8.5: School Culture and Climate	
Describe the types of school climate interventions, programs or activities that foster safe, healthy and supportive school environments that will be provided.	
School Safety	School Safety Funds
N/A	0

Module 8.6: Other Set Aside	
Describe OTHER District level activities to be supported. Include a description of how sites were selected for these activities.	
Other Costs	Other Detail
24,530.04	District Wide Supplemental Reading and Math Software

Module 9.1: Delinquent Funding			
Title I Part D			
District Facility	Delinquent Number	Per-Child Amount	Facility Total
	0	0.00	0.00
TOTAL	0	0.00	0.00

Module 9.2: Delinquent Services					
Facility	Environment Code	Program Description N/A	On Line Program N/A	Transition Activities N/A	Staffing N/A

Module 10.1: Preschool Funding		
Preschools	Students	Preschool Amt
	Enter the number of preschool students served.	Enter Title I Part A Preschool amount.
CUBA ELEMENTARY	32	0
TOTAL	32	0



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Module 10.2: Preschool Services				
Preschools	Exclusive Pre K Funding Is this funding only being used to supplement an existing state funded NM PreK site?	Services Describe specific services Title I Part A funds will pay for.	Materials Describe materials that Title I funds will pay for.	Staffing Describe staffing that Title I funds will pay for.
CUBA ELEMENTARY	No	N/A	N/A	N/A

Module 11: Homeless Set Aside										
Identify Homeless How many students experiencing homelessness did your LEA report last school year?	Homeless Set Aside Amount Enter Title I, Part A dollar amount of homeless set aside.	Per Pupil Amount Title I set aside per pupil allocation (Calculated Automatically)	Evidence Evidence of a needs assessment provided? Yes or No If LEA is a recipient of the McKinney Vento Homeless Assistance Act sub grant, the needs assessment submitted with the proposal will be sufficient.	Set Aside Process and Fund Usage Short description/documentation describing the process for determining set aside amount and explaining how Title I set aside dollars for homeless students will be spent.						
	4,000		Yes	<p><i>(Need to add description of process for determining set aside amount)</i></p> <p>Funding will be used to support students with clothing, food, transportation, school supplies, and other gap closing initiative during the crisis.</p>						



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Module 12: Foster Care Students					
Foster Care Transport	Foster Transport Amt	Foster Care Determinations	Foster Care Funding	Foster Care Enrollment	Foster Care Liaison
Will the district set aside funds for foster care transportation?	Enter Title I Part A set aside for foster care transportation. Zero (0) is a valid entry.	What is the LEA's process for holding, collaboratively with the local CYFD contact, Best Interest Determination meetings for students in foster care? Please describe. If there is a written procedure please summarize.	What is the LEA's process, collaboratively with the local CYFD contact, for addressing potential additional expenses for transporting students in foster care, when the Best Interest Determination results in the student's remaining in their school of origin? If there is a written procedure please summarize.	The LEA has, or will adopt, policies and practices to ensure that children in foster care will remain, if possible, in the school in which the child is enrolled at the time placement. When remaining in such school is not in the best interest of the child, the LEA will provide immediate and appropriate enrollment in a new school, with all of the educational records of the child provided to the new school. The LEA has, or will adopt, policies and practices to ensure that the enrolling school will immediately contact the school last attended by the child in foster care to obtain relevant academic and other records.	Please identify the district's Foster Care Liaison
YES	1000	<p>Best Interest Determination Process</p> <ol style="list-style-type: none"> 1. When a student is placed in foster care or changes residence while in foster care, the CYFD Point of Contact (POC) must notify the CISD school of origin principal, the CISD Foster Care POC and the CISD superintendent. 2. If the new residence is not in the same school zone, the CYFD POC, CISD Foster Care POC, CISD school of origin principal and CISD Transportation Director convene a Best Interest Determination (BID) meeting to discuss potential ways that the child could be transported to school if the BID decision is that the student will remain enrolled at the current school. 	<p>As part of the BID meetings, transportation cost will be discussed. Every attempt will be made to use current CISD transportation options to address the needs of the foster student. Options include:</p> <ul style="list-style-type: none"> • An existing bus route can be used. • An existing bus route can be modified slightly to accommodate the new address. • Specialized transportation resources offered to other students can be accessed, such as Special Education; Alternative Education; McKinney-Vento transportation; 	Yes	Dr. Matthew Williams



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		<p>3. The CYFD POC, CISD Foster Care POC, CISD school of origin principal and CISD Transportation Director make a decision based on an analysis of transportation options and best interests of the student.</p> <p>The BID process is student-centered and a variety of issues must be considered in determining school placement. Factors to discuss and consider include, but are not limited to: safety for the student and other students being transported; student age; length of commute; distance; student's preference for school; history of school transfers and how they have impacted the student; preference of the student's parent or educational decision maker; student's attachment to the school, including meaningful relationships with staff and peers; programs and activities that address the student's unique needs or interests (for example, extracurricular activities); placement of the student's siblings; influence of school climate on the student, including safety, availability of services, and quality of the services in the school to meet the student's educational and socio-emotional needs; length of the commute to a school other than the school of origin and how it would impact the student, based upon the</p>	<ul style="list-style-type: none"> Existing specialized transportation can be modified slightly to accommodate the new address. <p>In the event transportation costs must be incurred, the CYFD POC, CISD Foster Care POC, CISD school of origin principal and CISD Transportation Director will review possible funding sources at CYFD and CISD. CISD has set aside Title I Part A funds for this purpose.</p>		
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student's age and developmental factors; whether the student is a student with a disability under IDEA who is receiving special education and related services, and the availability of the required services and supports in a school other than the school of origin; whether the student is a student with a disability under Section 504 who is receiving services, and the availability of the required services and supports in a school other than the school of origin; whether the student is an English Learner (EL) and is receiving language services, and the availability of these required services in a school other than the school of origin, consistent with Title VI and the EEOA.

The potential need and additional expense for transportation to allow the student to remain in their school of origin is not a consideration when determining whether the student should remain in that school of origin. This is consistent with the program instruction released by U.S. Health and Human Services Department subsequent to the passage of the Fostering Connections Act, Public Law 110-351.



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		<p>Possibilities to consider for providing transportation:</p> <ul style="list-style-type: none">• An existing bus route can be used.• An existing bus route can be modified slightly to accommodate the new address.• Specialized transportation resources offered to other students can be accessed, such as Special Education; Alternative Education; McKinney-Vento transportation;• Existing specialized transportation can be modified slightly to accommodate the new address.			
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Module 13: Student Needs & Progress Monitoring		
<p>Assessments Describe the assessments and other objective criteria that are used to identify students who are at-risk of not meeting the New Mexico Common Core State Standards.</p>	<p>Progress Monitoring Describe how the LEA monitors student progress on meeting the New Mexico Common Core State Standards.</p>	<p>PBIS Describe how positive behavioral interventions and supports are implemented across the LEA to improve school conditions for learning and to reduce the overuse of discipline practices that remove students from the classroom.</p>
<p>Cuba Elementary School</p> <p>iStation; i-Ready; Imagine Learning; Standard Based Assessment (SBA); NM-MSSA English Language Arts and Math assessments; ACCESS.</p> <p>Cuba Mid School</p> <p>i-Ready; Imagine Learning; Standard Based Assessment (SBA); NM-MSSA English Language Arts and Math assessments; ACCESS.</p> <p>Cuba High School</p> <p>i-Ready; Imagine Learning; End-of-Course (EOC) Assessments; Standard Based Assessment (SBA); NM-MSSR English Language Arts and Math assessments; ACCESS.</p>	<p>Elementary, Middle, and High Schools</p> <p>Teachers will administer i-Ready assessments in Math and ELA for BOY, MOY, and EOY and will progress monitor throughout the year. Teachers and leaders will analyze student performance data to determine student learning needs. Student who are not performing at grade level will be provided targeted interventions through Imagine Learning and other instructional best practices to address knowledge gaps within grade level or prior grade level CCSS. Data from daily, weekly, and monthly assignments will also be analyzed to determine student learning needs.</p>	<p>CISD implements the following positive behavioral interventions and supports are across the district to improve school conditions for learning and to reduce the overuse of discipline practices that remove students from the classroom:</p> <ul style="list-style-type: none"> • mentoring • guidance counseling • home visits • culturally relevant instructional materials, strategies and curriculum • Implementation of Multilayered System of Support (MLSS) framework and Student Assistance Team Model • Social and Emotional Learning Approach, which focuses on the following competencies; self-awareness; social awareness; responsible decision-making; self-management; relationship skills. <p>In addition, CISD is in compliance with the state requirements for safe schools and has developed, and implements, a districtwide school safety plan that includes the following components:</p> <ol style="list-style-type: none"> 1. health education 2. physical education and activity 3. nutrition 4. social and emotional well-being 5. healthy and safe environment 6. health services 7. staff wellness, and 8. family, school and community involvement



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Module 16.1: Neglected Funding			
District Facility	Neglected Count	Per Child Amount	Facility Total Amount
	0	0.00	0.00
TOTAL	0	0.00	0.00

Module 16.2: Neglected Services			
Facility	Program Description	On Line Program	Staffing Qualifications
	N/A	N/A	N/A