A Journey to Cultural Proficiency: 
A Parallel Approach
Enlighten THE HUMAN SPIRIT THROUGH RELEVANCE
Chula Vista Elementary School District
Who Are You?
Cultural Proficiency

The knowledge, skills, attitudes and beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings.
How does the need for Cultural Proficiency present itself in EDUCATION?
Questions to Consider

• *What data should we review?
• *What is the data telling us?
• *What questions are sparked by the data?
• *Identify and Investigate where and why gaps exist.
• *Plan how can we actualize our desired “next steps.”
CVESD DEMOGRAPHICS

- Hispanic: 68%
- White: 13%
- Filipino: 11%
- African-American: 4%
- Asian/Pacific Islander: 3%
- Other: 1%
Gaps Chart

Finding “Missing Students”

Benchmarked rate of participation

224 low-income students and students-of-color missing from AP/IB

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>White &amp; Asian</td>
<td>449</td>
<td>70</td>
<td>34</td>
<td>41</td>
<td>13</td>
<td>22</td>
<td>34</td>
<td>21</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black/African American</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Other Races</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2016 SD County CAASPP Scores by Ethnicity

2016 English Language Arts/Literacy Student Achievement Level By Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Standard Not Met</th>
<th>Standard Nearly Met</th>
<th>Standard Met</th>
<th>Standard Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>7%</td>
<td>11%</td>
<td>29%</td>
<td>52%</td>
</tr>
<tr>
<td>Filipino</td>
<td>8%</td>
<td>16%</td>
<td>37%</td>
<td>39%</td>
</tr>
<tr>
<td>White</td>
<td>12%</td>
<td>17%</td>
<td>35%</td>
<td>36%</td>
</tr>
<tr>
<td>Ethnicity -- Two or More Races</td>
<td>14%</td>
<td>18%</td>
<td>33%</td>
<td>34%</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>23%</td>
<td>26%</td>
<td>32%</td>
<td>19%</td>
</tr>
<tr>
<td>Hispanic or Latino</td>
<td>30%</td>
<td>29%</td>
<td>32%</td>
<td>14%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>35%</td>
<td>26%</td>
<td>29%</td>
<td>14%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>33%</td>
<td>26%</td>
<td>26%</td>
<td>13%</td>
</tr>
</tbody>
</table>
CVESD Suspension Total

This graph shows the total number of suspensions in this district, including in-school suspensions and out-of-school suspensions. Visit Ed-Data.org for more data and explanations.
CVESD Suspensions By Ethnicity

This graph shows the total number of out-of-school suspensions in this district by the student’s race/ethnicity. Visit Ed-Data.org for more information.
ED and OHI by Gender

- ED: Gender F - 100, Gender M - 300
- OHI: Gender F - 100, Gender M - 300

Total Count: 500
High-poverty schools retain fewer of their teachers from one year to the next

Percentage of Teachers Retained from 07-08 to 08-09, by School Level AND Percentage Low Income (includes all teachers)

<table>
<thead>
<tr>
<th>School Level</th>
<th>0-79% low-income</th>
<th>80-84% low-income</th>
<th>85%+ low-income</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-8 Schools</td>
<td>83%</td>
<td>84%</td>
<td>76%</td>
</tr>
<tr>
<td>High Schools</td>
<td>84%</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>81%</td>
<td>73%</td>
<td>62%</td>
</tr>
<tr>
<td>Elementary Schools</td>
<td>87%</td>
<td>83%</td>
<td>80%</td>
</tr>
</tbody>
</table>

(Actual number of teachers in white)
Questions to Consider

- *What data should we review?*
- *What is the data telling us?*
- *What questions are sparked by the data?*
- *Identify and Investigate where and why gaps exist.*
- *Plan how can we actualize our desired “next steps.”*
Who am I as a cultural leader? What impact does that have on my school?
The Cultural Proficiency Continuum
Essential **Elements** of Cultural Proficiency

**Assess Culture** – name the difference

**Value Diversity** – Claim the difference

**Manage** the Dynamics of Difference – Reframe the difference

**Adapt** to the Diversity – leader other in seeing differences

**Institutionalize** Cultural Knowledge – change for differences
Focus On Assets - overcome barriers

D. B. Lindsey, R. D Terrell, K. J. Nuri Robins & R. B Lindsey
• Carmen Emery: maria.emery@cvesd.org
• Olvia Amador Valerio: Olivia.Valerio@cvesd.org
• Ernesto Villanueva: Ernesto.villanueva@cvesd.org