



Interdisciplinary Knowledge Working for Our Students

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What is cultural proficiency?

- A way of being that enables both individuals and organizations to respond effectively to people who differ from them.
- Cultural proficiency is not an off-the-shelf program. It is an approach; it provides tools and help for an increasingly diverse world with an increasing number of well-intentioned and fearful people.
- The use of specific tools effectively describing, responding to, and planning for issues that emerge in diverse environments.
- *Policies and practices* at the organizational level and *values, beliefs and behaviors* at the individual level that enables effective cross cultural interactions among employees, clients, and community.



The Case for Equity

- Equity requires the intentional examination of systemic policies and practices that, even if they have the appearance of fairness, may in effect serve to marginalize some and perpetuate disparities.

T (d). Schools for Crippled and Deformed.

California: Authorizing the board of trustees of Whittier State School to maintain a department for care and training of defective persons. Ch. 729; June 11, 1915.

Authorizes, directors to provide instruction at home for any child suffering from permanent physical disability, expense not to exceed \$1 per week. Act-No. 6S, Mar. 15, 1915.

T (e). Schools for Feeble-Minded.

Connecticut: Changing the name of the Connecticut School for Imbeciles to the Connecticut Training School for the Feeble-Minded, and authorizing the construction of buildings for said school. Ch..3313. May 20. 1915

2013-14 English Learner Data

The following is data taken from the 2013-14 Unduplicated LEP collection for your information. We have just finalized the LEP collection data for 2013-14, this is the beginning of our data review.

Number of English learners	57,376
Number of English learners – waiving services (no additional SSF or Title III)	2,585
Number of K-5 English learners	43,655
Number of K-5 English learners with a disability (SPED flag = Yes)	6,149
Percentage of K-5 English learners with a disability	14.1%
Number of 6-8 English learners	7,538
Number of 6-8 English learners with a disability (SPED flag = Yes)	2,524
Percentage of 6-8 English learners with a disability	33.5%
Number of 9-12 English learners	6,138
Number of 9-12 English learners with a disability (SPED flag = Yes)	1,527
Percentage of 9-12 English learners with a disability	24.9%
Number of English learners participating in ELD program more than 7 years	5,076
Number of English learners participating in ELD program more than 7 years with a disability (SPED flag = Yes)	2,189

2014-15 English Learner Data

The following is data taken from the 2014-15 Unduplicated LEP collection for your information. We have just finalized the LEP collection data for 2014-15, this is the beginning of our data review.

Number of English learners	57,158
Number of English learners – waiving services (no additional SSF or Title III)	2,282
Number of K-5 English learners	43,710
Number of K-5 English learners with a disability (SPED flag = Yes)	6,376
Percentage of K-5 English learners with a disability	14.6%
Number of 6-8 English learners	7,780
Number of 6-8 English learners with a disability (SPED flag = Yes)	2,680
Percentage of 6-8 English learners with a disability	34.5%
Number of 9-12 English learners	5,668
Number of 9-12 English learners with a disability (SPED flag = Yes)	1,553
Percentage of 9-12 English learners with a disability	27.4%
Number of English learners participating in ELD program more than 7 years	5,658
Number of English learners participating in ELD program more than 7 years with a disability (SPED flag = Yes)	2,823

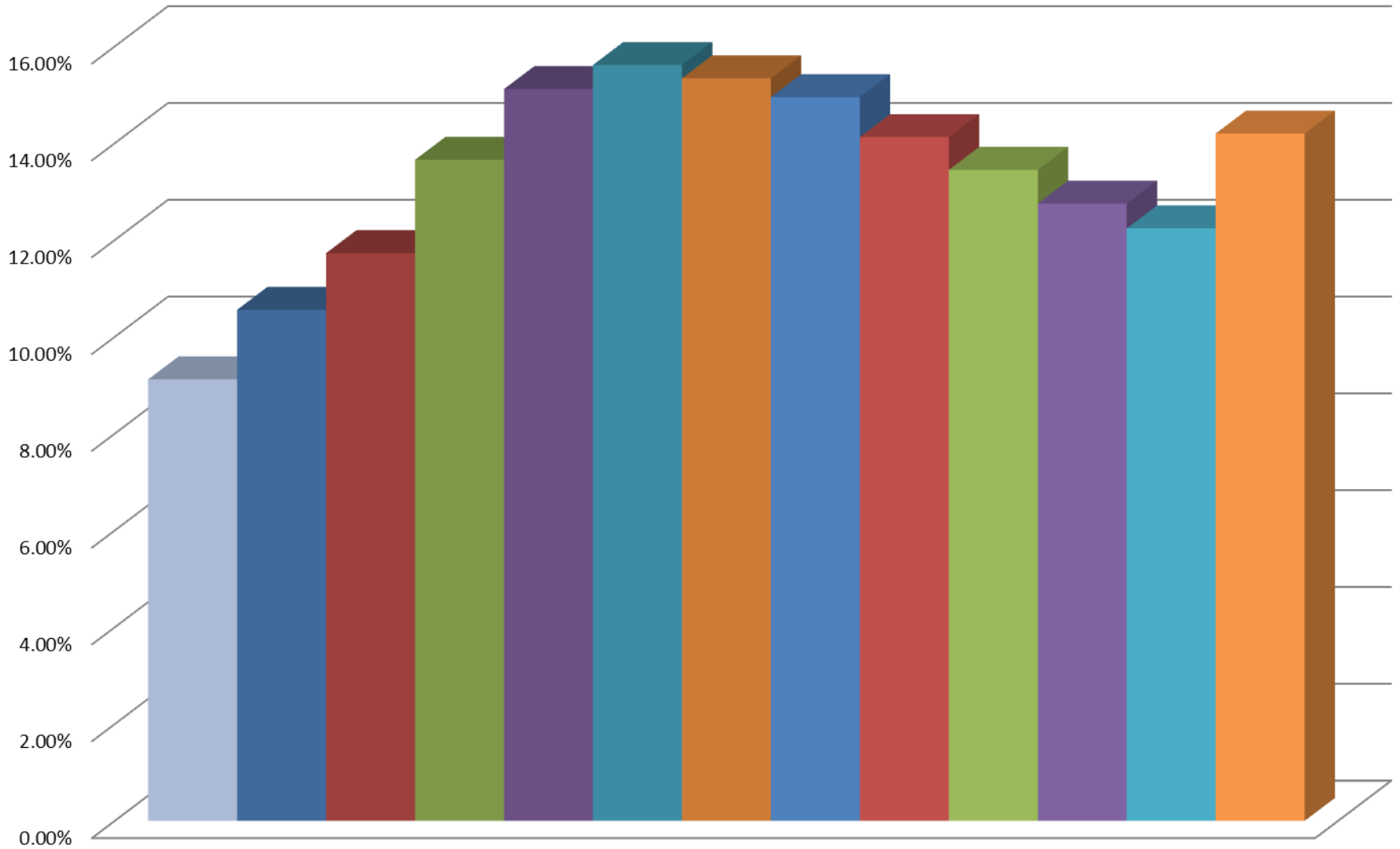
Snapshot of District Stats

2013-14 Special Ed Percentage of District Enrollment

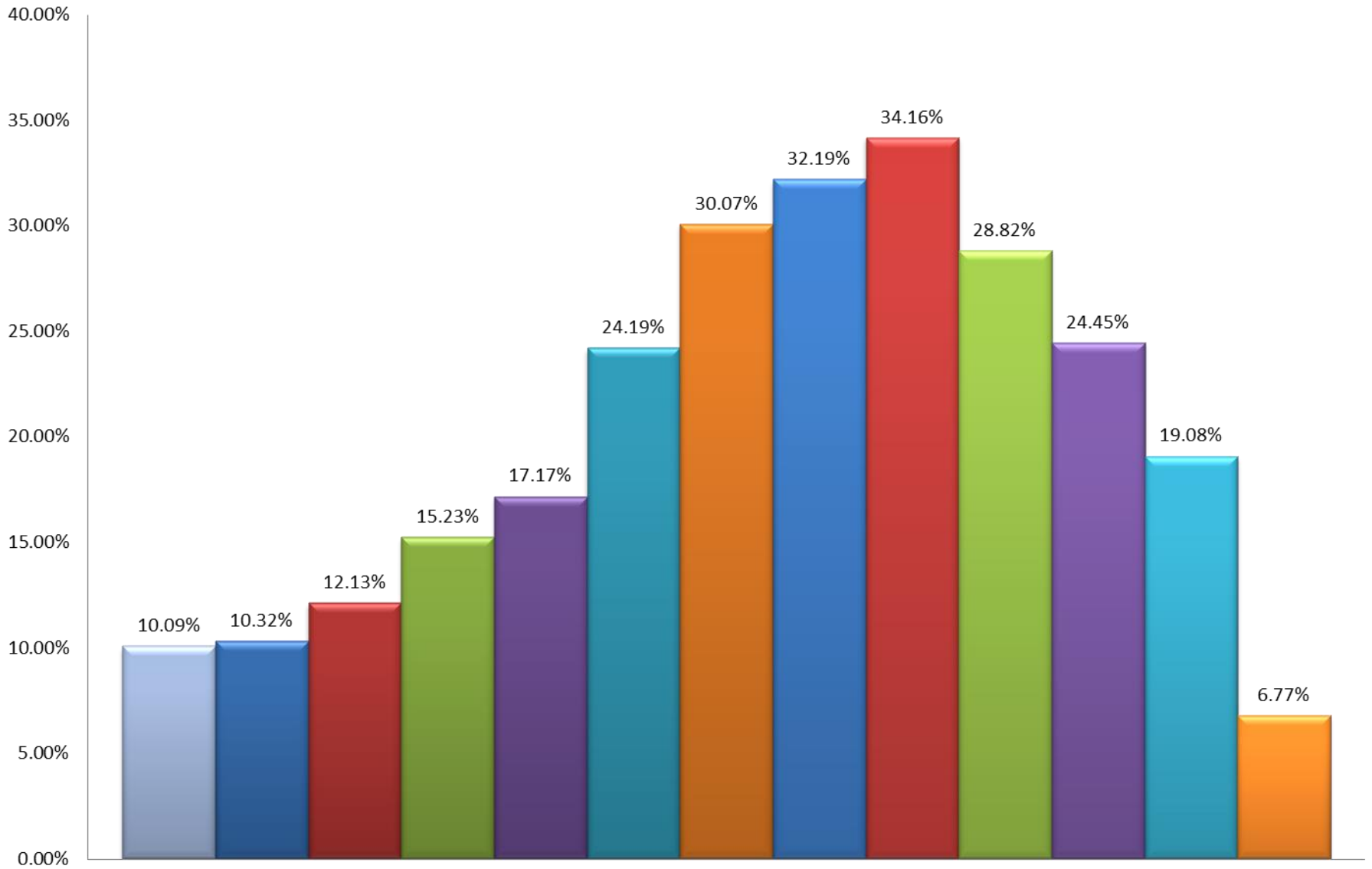
# of Districts with less than 10%	# of Districts with 10-12%	# of Districts with 12-13%	# of Districts with 13-15%	# of Districts with more than 15%
6	12	19	43	84

(This table represents 164 Districts with 100+ enrollment.)

Percentage of Students with Disabilities in Oregon by Grade Level



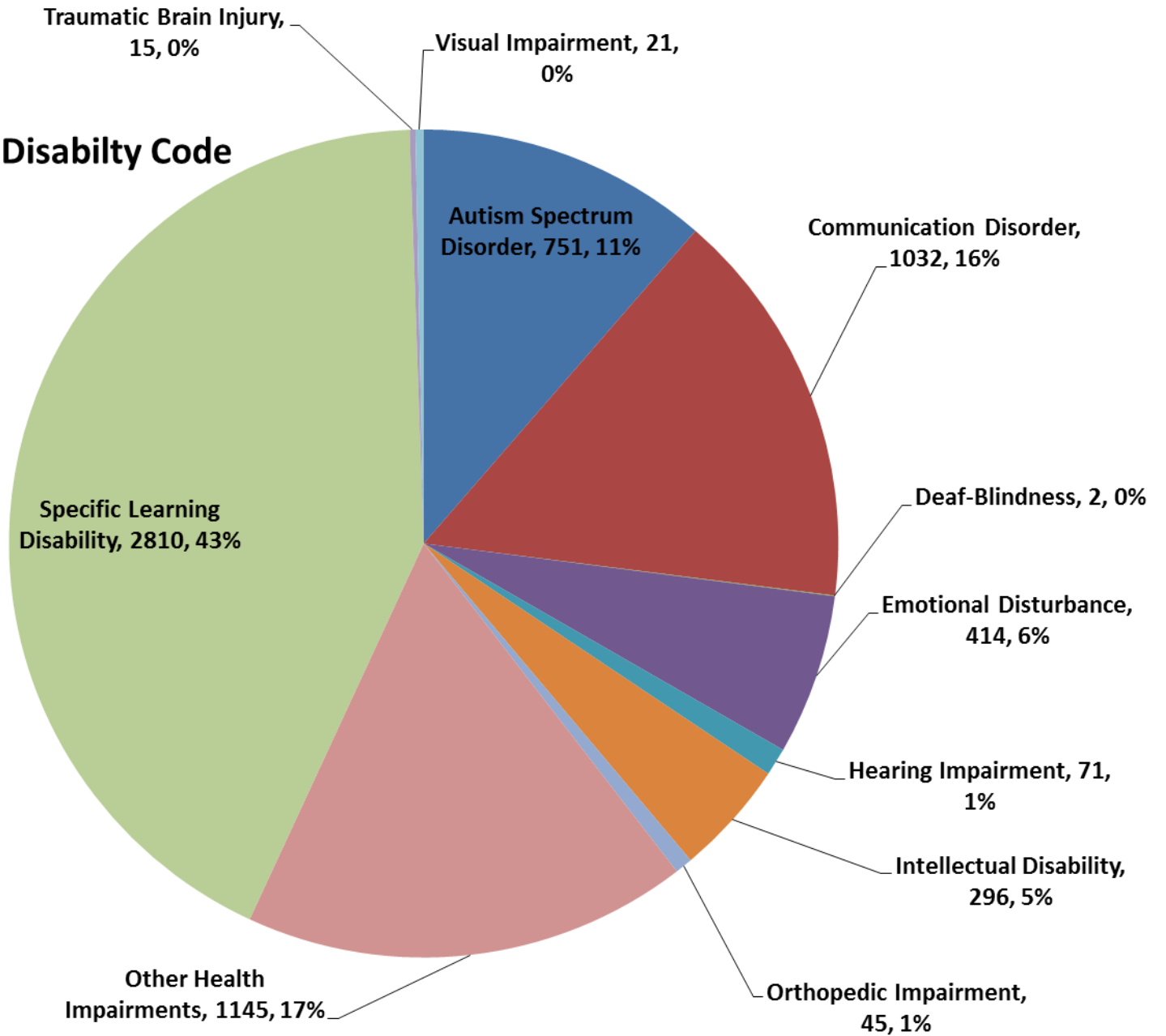
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Percentage of ELSWD by Grade Level

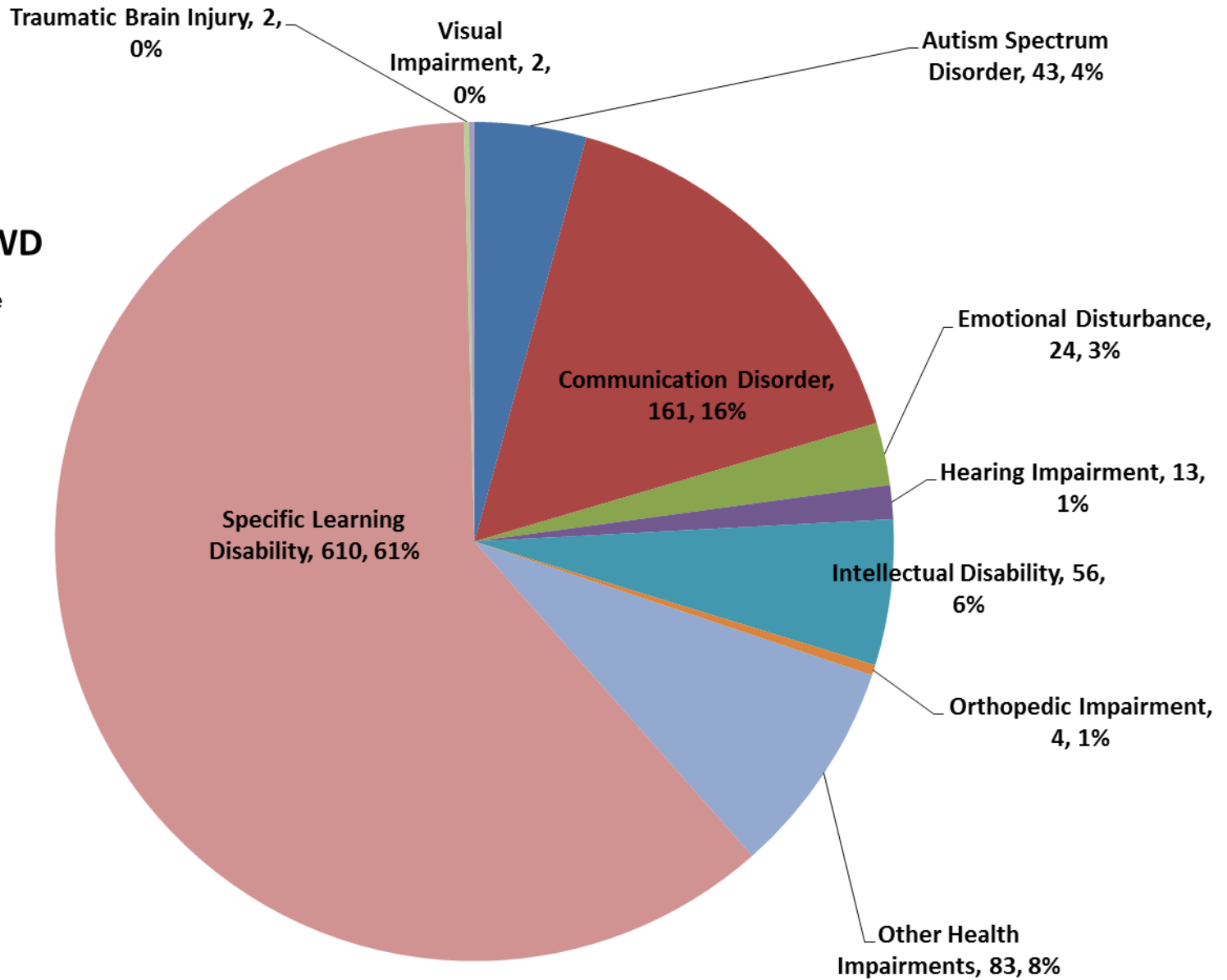
■ KG ■ 1 ■ 2 ■ 3 ■ 4 ■ 5 ■ 6 ■ 7 ■ 8 ■ 9 ■ 10 ■ 11 ■ 12

6th Grade SWD by Disability Code



6th Grade ELSWD

by Disability Code



“What Ought to Be...”

... listening... requires not only open eyes and ears, but open hearts and minds. We do not really see through our eyes or hear through our ears, but through our beliefs... It is not easy, but it is the only way to learn what it might feel like to be someone else and the only way to start the dialogue.

-Lisa Delpit