



Prospective Investment

Date	Description	Investment
August 10, 2023	<i>In Person Full Day Session of Cultural Proficiency Systems Application Designed for Needles USD Staff: Includes all travel & accommodations, advance planning and, in person delivery</i>	In person: \$5000.00
TOTAL INVESTMENT		\$5000.00

NUSD Board Approval: _____

Dr. Garry Cameron-Needles USD Supt. _____

Opening Doors to Access and Opportunity Presented to Needles Unified School District Trudy Arriaga, Ed.D.



Dr. Trudy T. Arriaga served the Ventura Unified School District for 14 years as the first female superintendent. She began her career as a bilingual paraeducator and enjoyed 40 years of service in education as a teacher, assistant principal, principal, director, superintendent and university instructor at all levels. Trudy retired as superintendent in July 2015 and was honored by the naming of the VUSD District Office, The VUSD Trudy Tuttle Arriaga Education Service Center. She is currently on the Cal Lutheran University faculty as the Associate Dean of Equity and Outreach in the Educational Leadership Department in the Graduate School of Education. Trudy is the co-author, with her esteemed colleague Dr. Randall B. Lindsey of *Opening Doors: An Implementation Template for Cultural Proficiency* which delivers a compelling account on how educators can create and expand cultures of social justice and equity by dismantling and crafting new practices on behalf of the students they serve. Her second book, "*Leading While Female: A Culturally Proficient Response to Gender Equity*", released in March, 2020 and co-authored with Dr. Delores Lindsey and Dr. Stacie Stanley offers a counter narrative and strategies to overcome the barriers of women in educational leadership, followed by her most recent companion journal, *My Leading While Female Journey*. It has been her privilege to assist educational institutions, communities and organizations throughout the United States through keynote speeches, workshops, leadership and equity institutes and online professional development to align the actions of the organization with their stated values and principles in their effort to build a culturally proficient and inclusive organization for each and every one. Trudy can be contacted at trudyarriaga73@gmail.com.

Overall Goals

- To initiate, support and deepen Cultural Proficiency efforts throughout the Needles Unified School District
- To operationalize the concept of equity among staff.
- To establish a framework through the tools of Cultural Proficiency that readily addresses the achievement and opportunity gaps for all students.

Training Design:

- Introduce participants to Cultural Proficiency values, behaviors, knowledge and skills as they relate to the district initiatives. A study and application of the four Tools of Cultural Proficiency – Overcoming Barriers, the Guiding Principles as Core Values, the Cultural Proficiency Continuum, and the Essential Elements of Cultural Competence as standards to guide policy and practice will be comprehensively explored and related to Needles Unified School District.
- Professional learning experience to introduce and conduct in-depth explorations of the Tools of Cultural Proficiency.
- Provide meaningful experiences to deepen knowledge and skills with Tools of Cultural Proficiency with emphasis on development and use of door opening skills.

Training Themes

Use of the Four Tools of Cultural Proficiency:

- Embracing the Guiding Principles of Cultural Proficiency as core values in esteeming culture as central to professional and institutional practice.
- Recognizing, identifying and overcoming personal and professional barriers to Cultural Proficiency.
- Discerning unhealthy values, behaviors, policies and practices in a way that allows educators and their schools to use healthy values, behaviors, policies and practices that embrace student cultures as assets.
- Learning and using the Essential Elements of Cultural Proficiency as standards that guide educators in their primary functions of leadership, counseling, student interactions,

parent/guardian interactions, classroom instruction, on-going curriculum development, and approaches to assessment and accountability.

Intended Learning Outcomes

- Participants to view Cultural Proficiency and equity as a shared priority;
- Participants to experience Cultural Proficiency as personal and professional work;
- Participants to use the Tools of Cultural Proficiency as a guide for addressing classroom, school and district based equity issues.
- Participants will have the knowledge and skill for applying Cultural Proficiency's core values, expressed as the Guiding Principles of Cultural Proficiency, and the standards, expressed as the Essential Elements of Cultural Competence, to their professional practice and to the policies and practices of the district.