MISSION
Strive to ensure equitable access and learning opportunities to close achievement disparities for historically underserved students.

Of all the civil rights for which the world has struggled and fought for 5,000 years, the right to learn is undoubtedly the most fundamental.

2019 Golden Bell Award Winner
L.A. Unified’s Academic English Mastery Program (AEMP) is a 2019 California School Boards Association (CSBA) Golden Bell Award recipient. The CSBA Golden Bell Awards “promotes excellence in education and school board governance by recognizing outstanding programs and governance practices of school boards in school districts and county offices of education throughout California.” [http://awards.csba.org/golden-bell/](http://awards.csba.org/golden-bell/)

AEMP received this award in English Language Acquisition, a category which includes programs that assist students in developing fluency in English and proficiency in academic subjects and programs to promote multilingualism.

Operating under the premise that literacy is the power-tool for equity, the Academic English Mastery Program strives to counteract the opportunity, achievement and rigor gaps that have contributed to a vicious cycle of underperformance for Standard English Learners (SELS) throughout the district.

The program assures that students whose language does not match the language of instruction have equal access to the Common Core Standards. AEMP provides schools and families with research-based literacy tools that allow Standard English Learners to acquire academic English in Culturally and Linguistically Responsive ways.

Gifted Network
The Gifted Network for African American Students and Families (GNAASF) held its first meeting for the 2019-2020 school year on October 26, 2019 at Palms Middle School. The topic of the meeting was “Helping Your Child to Become Competitively Eligible for College Admission.”

Parents in attendance expressed their appreciation and enthusiasm for the information intended to help them better understand how to meet the needs of their gifted child as they prepare for college. Parents also valued the messages provided by guest speakers Youlonda Copeland-Morgan, UCLA’s Vice Provost, and L.A. Unified Board Member, Dr. George McKenna III. Both speakers provided inspiration and guidance to students and encouraged parents who are preparing their students to be competitive college applicants.
Students and families engaged in workshops facilitated by representatives from the University of California, Los Angeles (UCLA) and L.A. Unified. Topics for parents included the UC Application Process, Scholarships and Financial Aid, the GNAASF Enrichment Success Academy, Unified Enrollment, and Gifted and Talented Education (GATE). On the other hand, student topics covered bilingualism, digital branding, college and career readiness, college matching, and the college application process. A UCLA student panel discussion also helped reinforce the theme of the day and allowed students to listen to and learn from their peers.

Resolution for African American Students

Making Good on Los Angeles Unified School District’s Commitment to All Students: Maximizing the Talents and Gifts of African American Students by Putting Equity into Action (Resolution-025-18/19)

Andre Spicer, Administrator of Access, Equity and Acceleration, and Dr. Robert Whitman, Administrator of Community of Schools, Fremont Network, are leading the charge to develop a Plan of Action that will facilitate and accelerate the implementation of Resolution-025-18/19 for African American students in L.A. Unified.

The Plan of Action reflects the collaboration of stakeholders throughout the district, including the African American Stakeholders’ Committee, members of LAUSD’s Division of Instruction, parents, community members, teachers, and students.

The Action Plan provides five action steps to address inequities:

1. Provide Culturally Responsive Academic Supports to Accelerate Academic Achievement
2. Value African American Stakeholders
3. Remove Barriers to Success
4. Recruit and Develop Effective Leaders
5. Ensure Student-Centered Leadership and Career-based Mentoring

“We need to make sure every child in Los Angeles Unified has the opportunity to succeed in school and life,” said Superintendent Austin Beutner. “For too long, this opportunity gap has existed, and it’s time we redouble our efforts to address all of the issues.”

AEMP: Fall Equal Access Series

Teachers from across L.A. Unified attended the annual Equal Access Series on Saturday, September 21, 2019. Dr. Sharroky Hollie, Executive Director of The Center for Culturally Responsive Teaching and Learning (CCRTL), shared the five areas of Culturally and Linguistically Responsive Teaching. In this foundational workshop, participants explored how to operationalize responsive classroom management for Grades TK-12. His focus was ensuring teachers are validating and affirming students’ home language and home cultures while building and bridging them to college and career readiness.

The Academic English Mastery Program coaches, coordinators and specialists led in-depth workshops on day two of this series on October 5, 2019. The workshops highlighted the instructional practices that ensure student engagement through the lens of culturally and linguistically responsive teaching.

The goal of the grade-level breakout sessions on day two was to guide teachers through model lessons and build confidence in using all of the available resources for teaching Mainstream English Language Development (MELD) in elementary and integrated CLR content in secondary.
CLR Summer Institute

Session 1: June 13-14, 2019  
Session 2: August 7-8, 2019  
Make-Up Session: September 7, 2019

During the 2019 Culturally and Linguistically Responsive Summer Institute, teachers and administrators at Academic English Mastery Program schools took a “Deep Dive into Culturally and Linguistically Responsive Teaching and Learning”. This in-demand professional development opportunity which took place in July, August, and September helped enhance the knowledge of teachers of Mainstream English Language Development (MELD) around researched-based practices to support the academic language development for Standard English Learners.

Attendees were treated to presentations by Dr. Sharokky Hollie, Executive Director of the Center for Culturally Responsive Teaching and Learning. Dr. Hollie provided educators with a “deep dive” into CLR pedagogy, responsive literacy, and responsive vocabulary development. Presenters also provided training on culturally authentic and responsive text sets and lessons focused on students’ “rings of culture” which implement responsive management, literacy, language, and vocabulary strategies.

AEMP team members designed and delivered professional learning sessions focusing on how to operationalize and deliver MELD instruction that builds on the background knowledge of students, promotes engagement, and increases rigor. Participants received discussion and participation protocol posters, personal thesaurus posters, and posters of Notice and Note fiction and nonfiction signposts.

One participant shared, “I love the fact that AEMP is always on the cutting edge of educational research. I appreciate the clear path that was laid during these two days. I feel confident that I can go forth and make a difference in my students’ academic lives.”

UCLA-LAUSD Collaborative

The UCLA-LAUSD Collaborative started the 2019-2020 academic year off strong. The Collaborative facilitated a launch meeting at Beaudry and a coordinators’ meeting with principals and their college counselors at UCLA.

The Collaborative launch meeting opened with principals sharing strategies used at their school to increase the number of competitively eligible students. Alison Yoshimoto-Towery, L.A. Unified’s Interim Chief Academic Officer, Youlonda Copeland-Morgan, UCLA Vice Provost, Andre Spicer, Administrator, Access, Equity and Acceleration and Dr. Simone Rahotep, UCLA Director, Strategic Partnerships & Community Engagement spoke to the principals. They provided encouraging words to recognize their hard work as well as resources to help them maintain their momentum. Principals and college counselors received collaborative monitoring tools to help keep track of students’ progress.
LAS Links Testing
Language Assessment Scales (LAS)
Links Testing:

Beginning of the Year:
August 26, 2019 to September 27, 2019

Middle of the Year:
January 21, 2020 to February 28, 2020

Brown Bag Equity Speaker Series
The Access, Equity and Acceleration Unit is proud to announce another year of the “Brown Bag Equity Speaker Series: Dialogues in Equity” event. This series is intended to influence our efforts to ensure equitable opportunities and support to all students. Feel free to invite someone to attend.

Please save the following dates:

- October 25, 2019
- February 14, 2020
- March 27, 2020
- May 15, 2020
- June 12, 2020

12:00 p.m. to 1:00 p.m.
Bring your own lunch!
For more information, please see the flyers posted prior to each event.

Congratulations!

Dr. Robert Whitman
Community of Schools Administrator

Fremont Community of Schools
Local District South

What’s New!

Elementary and Secondary Banked Time Tuesday CLRP Professional Development Modules
PK-12 professional development modules are now available!

Please visit the AEA website at https://achieve.lausd.net/aea to access the modules, accompanying resources and assessment information.

Contact Us

Andre Spicer, Administrator
Access, Equity and Acceleration
andre.spicer@lausd.net

Kandice McLurkin
Administrative Coordinator
Academic English Mastery Program
kandice.mclurkin@lausd.net

Phone: 213-241-3340
Fax: 213-241-8495
Web: http://achieve.lausd.net/aea

Upcoming Events

ACADEMIC ENGLISH MASTERY PROGRAM

Classroom Walkthroughs
AEMP Elementary, Middle and High Schools

Technology Training
1/2020
CLR Winter Institute
1/2020

UCLA-LAUSD COLLABORATIVE MEETING

UCLA-LAUSD Collaborative Coordinators and Counselors Meeting
1/31

GIFTED NETWORK FOR AFRICAN AMERICAN/BLACK STUDENTS AND FAMILIES

Meetings
10/26 @ Palms MS
12/7 @ Palms MS