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.*


### AMAE/AEMP Parents as Partners Conference

The Association of Mexican American Educators and the Academic English Mastery Program (AEMP) collaborate each year to provide instructional workshops to parents in order to increase student outcomes and strengthen relationships between home and school. This year’s “Parents as Partners” Conference was held on Saturday, April 6, 2019, at Lizarraga Elementary School. The theme was “Dreamers and Readers: Developing Parents as Literacy Partners.”

The workshop kicked off with a phenomenal keynote by Kandice McLurkin, Administrative Coordinator, AEMP, in which she focused on the importance of literacy. Dr. Rosalinda Lugo, Director, Parent Community Services and Roberto Martinez, Superintendent, Local District (LD) Central, shared personal childhood stories that led to literacy, college readiness, and successful careers.

One of the instructional workshops integrated culturally responsive practices, mathematics, and literacy. Participants experienced real-life applications to fractions while engaging in mathematical practices. Each participant also received fourteen weeks of activities encouraging best practices to foster literacy. It was inspired by Pam Allyn and Ernest Morrell’s, "Every Child a Super Reader: 7 Strengths to Open a World of Possible."

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### Early Education Center Training

On Saturday, June 1, the Academic English Mastery Program, in partnership with the Early Education Centers of Local District West, trained early education teachers in...
Culturally and Linguistically Responsive Pedagogy (CLRP), with a specific emphasis on student engagement, academic conversations, and vocabulary development through culturally relevant literature. Early education center teachers received 20 culturally relevant texts to use with students in their classroom.

Best Practices Symposium

Teachers and leaders at Academic English Mastery Program schools attended the 2019 Best Practices Symposium where they took a deep dive into year-end Language Assessment Scales (LAS) Links data and reflected on school-wide instructional practices that continue to accelerate the learning of Standard English Learners (SELS).

Schools administered the LAS Links test in Fall 2018 and Winter 2019. Teams reviewed and analyzed their school-wide data to inform conclusions and support instructional decision making around student achievement for continuous school improvement. Representatives from LAS Links guided school teams through the process with further facilitation from SEL Instructional coaches, specialists, and coordinators.

Through reflection and discussion, school teams also focused on best practices, instructional resources, and professional development made available to AEMP schools throughout the 2018-2019 school year. With a continuous focus on Culturally and Linguistically Responsive Pedagogy (CLRP), participants reflected on the impact of the following: academic language development, mathematics identity and mindset, visible learning, brain-based research, early literacy, and the master plan for English Learners (ELs) and Standard English Learners (SELS).

SEL Instructional Coach & SEL Data Coordinator Meetings

SEL Instructional Coaches meet monthly with LD SEL Coordinators and SEL Specialists to reflect on ongoing initiatives, their needs and next steps for professional growth, and the implementation of CLR pedagogy at school sites. The goal is to create emerging models of excellence in CLR in every local district, to increase academic achievement through focused instruction that builds on the cultural and linguistic strengths of SELs, and to provide meaningful access to the California Standards.

On a monthly basis, SEL Data Coordinators meet to build their knowledge and expertise in the areas of academic language development, literacy acquisition as related to effectively educating Standard English Learners, and culturally and linguistically responsive instruction. It is also during this time that they receive updates, professional development information, and strategies for dissemination at their school site. To further support proficiency across all content areas, they synthesize data gathered from assessments, and plan ways to facilitate the academic achievement of SELs through AEMP signature practices. As school-site facilitators, leaders, and chief liaisons, SEL Data Coordinators bridge the connection between the AEMP office and the school.
African American Family Day

On Saturday, May 11, 2019, families from across the district came out for the annual African American Family Day event which was held at Gardena High School. The day was filled with informational sessions and activities for all stakeholders.

The morning started with several speakers who spoke to families on the theme, “Cultivating a Path to a Brighter Future with Infinite Opportunities.” The speakers included Superintendent Austin Beutner, Local District South Superintendent Michael Romero, and Board Member George McKenna, to name a few. Families attended workshops which covered a wide range of topics such as gifted and talented education, school enrollment options, improving student academic performance, finance, college preparedness, health and wellness, and job skills. Schools, businesses, and social groups also serviced families through free literature, one-on-one dialogue, and prizes made available at their booth. The day ended with student performances and lunch which allowed families an opportunity to see the great work students are doing through the arts programs and clubs on school campuses.

EL/SEL Master Plan Institute

2019-2020 Master Plan Institute for English Learners and Standard English Learners

Session 1: June 17-21, 2019
Session 2: July 29-August 2, 2019

Keynote Speakers: Dr. Aida Walqui, Director, Teacher Professional Development Program, WestEd & Dr. Tyrone Howard, Professor, Graduate School of Education and Information Studies, University of California, Los Angeles

Participants included Targeted Student Population Advisors, English Learner Designees, and teachers of Standard English Learners.

The picture below shows a panel of recent L.A. Unified high school graduates speaking about their determination and resilience to succeed academically and go on to college despite a variety of challenges.

HIGHLIGHTS:

Throughout the institute, participants reflected on their learning by adding new ideas to a learning wall and making connections to their current work with EL and SEL students.

There were opportunities for discussion and collaboration on ways to engage and increase rigor for ELs and SELs with a direct focus on best instructional practices and academic language development.

Zareetta Hammond’s book, “Culturally Responsive Teaching & The Brain,” was used as a mentor text for exploring the research behind neuroscience and its connection to culturally and linguistically responsive learning.
Brown Bag Equity Speaker Series

The dialogue around access and equity continued to connect administrative leaders from within the L.A. Unified Central Office. In April, two speakers were invited to speak for the “Dialogues in Equity” series. Mr. Marlon Ransom, co-author of the book Chronically Positive: My Son’s 5 Step System to Staying Positive, was the first speaker. As a parent of an L.A. Unified student, he was able to offer a unique perspective on equity with a specific focus on social and emotional challenges and how his family worked to overcome them. Thereafter, Mr. Devon Carbado, Associate Vice Chancellor of BruinX at UCLA’s Office of Equity, Diversity and Inclusion spoke about equity, race, explicit and implicit bias, and their implications within academic and social contexts.

In May, Civil Rights Activist and Presidential Medal of Freedom recipient, Sylvia Mendez, whose family played an instrumental role in the Mendez v. Westminster case of 1946, spoke about her experience and resilience which influenced the end of an era of segregated schools in California. Later that month, the Universal Human Rights Initiative facilitated dialogue around efforts for equity and social justice in education by challenging leaders to think about how we impart knowledge of one’s human rights through a social justice and educational lens.

In June, Karras Wilson, Director of American Indian Students and Outreach at the University of Southern California, spoke about the opportunities available to students and how we can better create opportunities for equity. The last speaker of the series was inspirational speaker Michael Eselun, who serves as the chaplain for the Simms-Mann/UCLA Center for Integrated Oncology. He focused on the awareness of one’s implicit and explicit bias toward diverse student subgroups.

The AEA Unit proudly worked in collaboration with the Procurement Services Division and the Educational Equity Compliance Office to present these sessions. The goal is to continue to activate L.A. Unified staff about the importance of our work and its impact on all students.

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Upcoming Events

ACADEMIC ENGLISH MASTERY PROGRAM

LAS Links Testing (BOY)
8/26-9/27 @ All AEMP Schools

CLR Summer Institute
Make-up Session:
9/7 @ Obama Global Prep Academy

Secondary Word Generation Professional Development
9/7 @ Obama Global Prep Academy

Latino Heritage Month Celebration & Art Contest
9/15-10/15 @ All L.A. Unified Schools

Elementary Word Generation Professional Development
9/21 @ Ambler Elementary School

Fall Equal Access Series
9/21 & 9/28

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UCLA-LAUSD COLLABORATIVE MEETINGS
8/29 @ L.A. Unified Headquarters

GIFTED NETWORK FOR AFRICAN AMERICAN/BLACK STUDENTS AND FAMILIES