



TRANSFORMING THE WAY A CAMPUS

COMMUNITY HEARS THE FINAL
BELL

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LEADERSHIP IN EDUCATION AND LITERACY

- “Connecting the dots going backward” -- Steve Jobs (2005)
- 1st experience with Leadership
 - Service
 - Collaboration
 - Mining resources
- 1st experience with Out-of-School Programming
 - Liberating Aspect of Literacy
 - Multiple Intelligences
 - The Jeweled Web >

MULTIPLE INTELLIGENCES



A HELPFUL METAPHOR: THE JEWELLED WEB



LITERACY REDEFINED

- Multiple Intelligences (Gardner 1983)
- Culturally Relevant Pedagogy (Ladson-Billings 1995)
- Vernacular Theory (Baker 1984) >

A STUDY OF VERNACULAR LITERACY IN AN URBAN, YOUTH-LED TV PROJECT (1998)



STORY-RELATED LITERACY PRACTICES



SUMMER PROGRAM FOR “AT-RISK” YOUTH (NMTV) >



KNOWLEDGE, SKILLS, DISPOSITION

- “We are quick to cite a lack of resources and/or role models as the root of black male underachievement, but these **so called “at-risk” students** are more at-risk of encountering teachers who lack the **“knowledge, skills [and] disposition”** that would allow the students to thrive!
- Mack Hines, keynote @ 2011 AVID Nat’l Convention
 - Reaction to *deficit-thinking* (Valencia 1997)

INTERCONNECTIVITY OF FACTORS

- *Constructing School Success: The Consequences of Untracking Low-Achieving Students* (Hubbard, 1999)
- Intervening-in and/or interrupting “persistent, institutionalized inequality”
- The complex interrelationship of factors that account for the reproduction of inequality
 - New Zealand >

ACHIEVEMENT GAP: NEW ZEALAND

Indigenous Polynesian
(Maori)



White European Peers (Kiwi)



A CYCLE OF INEQUALITY



MULTIPLE INTELLIGENCES



CULTURALLY RESPONSIVE PEDAGOGY



INTERRELATIONSHIP OF FACTORS



PS. DON'T FORGET THE CAKE



BRIDGING GAPS

- Achievement Gap vs. Opportunity Gap (Boykin and Noguera 2011)
- Deficit-thinking (Valencia 1997)
- AVID Research Gap: AAMI
- “Accounting for the attrition of African-American males in an academic support setting” (Lancia 2013)

PERSISTENT UNDER-ACHIEVEMENT

- A look at the persistent underachievement of black males by focusing on their response to a culturally-responsive initiative (AAMI) designed to meet their needs
- Individual, Cultural, and Structural factors that influence retention

INDIVIDUAL AGENCY

- Self-confidence and peer perceptions
- Resistance to schooling
- Motivation
 - Buy-In

CULTURAL COMPONENT

- Cultural Deficit theories and Cultural Resistance
 - Resistance to “acting white” (Fordham and Ogbu 1986; Carter 2005)
 - Cultural Capital (Bourdieu 1973)
- Club Culture
- Mentorship/Leadership

STRUCTURAL IMPEDIMENTS

- Lack of culturally relevant pedagogy (Ladson-Billings 1995)
- Intervention
- Time
- Funding

MAGNET DIVERSITY

- **Mission Bay High School**, San Diego CA
 - Magnet, IB World site
- 75% bussed-in
- 75% free-or-reduced lunch
- 65% Hispanic
- 14% African American
- **Not proficient in English**
 - 95% of low-SES students
 - 88% of English learners
 - 70% of African Americans
 - 63% of Hispanic

CONNECTING THEORY TO PRACTICE

- The Writing Center
- Breaking a cycle of underperformance or inequality reproduction by transforming culture

ACES MISSION STATEMENT

- To provide consistent academic support across the curriculum and resources to develop the whole child
- 4 Suits of Cards
 - Hearts
 - Clubs
 - Diamonds
 - Spades
- Every Student, Every Time

HEARTS: FOCUS ON THE WHOLE CHILD

- **Ace of Hearts** represents our commitment to a holistic approach to mentoring, providing access to an array of services to benefit social/emotional growth.
- Building relationships
- Support of IMIN / arc's enrichment offerings

CLUBS: THE COMMUNITY EFFECT



CLUBS

THE COMMUNITY EFFECT

- **Ace of Clubs** represents a club/community effect, and our commitment to providing a consistent place for students to gather after school to further their education.
- See you at ACES
- Monday – Friday 2:15 – 4:30
- 23,000 in the first three years

CLUBS: CELEBRATIONS



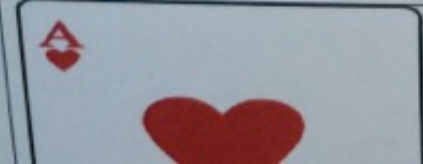
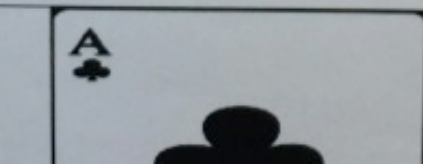
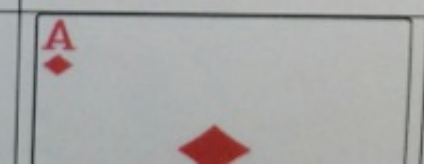
DIAMONDS

A BALANCE OF SUPPORT

- **Ace of Diamonds** refers to a balanced to approach to support including a diverse range of Subjects
 - English, Math, Science, Social Studies, Spanish
- Support
 - IMIN arc
 - UCSD Education Corps

DIAMONDS: A BALANCE OF SUPPORT

...the curriculum and resources to develop the whole child
 "...every student, *every time*..."

Monday	Tuesday	Wednesday	Thursday	Friday
TURNER(A) ROMERO(B) <i>English</i>	ANDERSON(A) PARRISH(B) <i>Art/History</i>	LANCIA <i>English/IB Film</i>	LAROWE <i>History</i>	BORG <i>IB+</i>
Moura <i>IB Math</i>	Moura <i>IB Math</i>	Moura <i>IB Math</i>	Moura <i>IB Math</i>	TBD
Andrews <i>History/AVID</i>	Sanchez <i>Spanish</i>	Rasmussen <i>Science</i>	Vadnais (A) Bi (B) <i>Math</i>	TBD
Romero(A) Turner(B) <i>English</i>	Andrews <i>History/AVID</i>	Sanchez(A) Howell(B) <i>Spanish</i>	Gastil <i>Science</i>	TBD
CASS MONDAYS	SAT/PSAT/ACT PREP 3:15 – 5:15	WRITER'S WORKSHOP	SAT/PSAT/ACT PREP 3:15 – 5:15	IB FRIDAYS
				

SPADES

DIGGING DEEPER ONE ON ONE



SPADES

DIGGING DEEPER ONE-ON-ONE

- **Ace of Spades** represents digging deeper, through a commitment to providing key additional resources and access to one-on-one instruction with expert teachers.
- Calculus four days a week
- Peer tutoring
- University outreach
 - UCSD Education Corps
 - USD Learning and Teaching practicum students >

UNIVERSITY OUTREACH



SPADES: PEER TUTORING



10 LEADERSHIP APPLICATIONS

- 1. Philosophy and mission
- 2. Teacher recruitment and training
- 3. Coordination, scheduling, and payroll
- 4. University outreach and orientation
- 5. Supplies and upkeep
- 6. Curricular innovations
- 7. Marketing and promotion
- 8. Student engagement and intervention
- 9. Navigating institutional/systemic obstacles
- 10. Transforming stagnant or dysfunctional culture

CULTURAL TRANSFORMATION AND PARADIGM SHIFT (KUHN 1962)

- Where does culture live on a high school campus?

THE NUMBERS: YEARS 1-3







BERTIN SOLIS



**Gates
Millennium
Scholars**

Funded by a Grant from the Bill & Melinda Gates Foundation

10,000 RED CARPET CELEBRATION











25,000 CELEBRATION



ASAP: ACES STUDENT ATHLETE PROGRAM



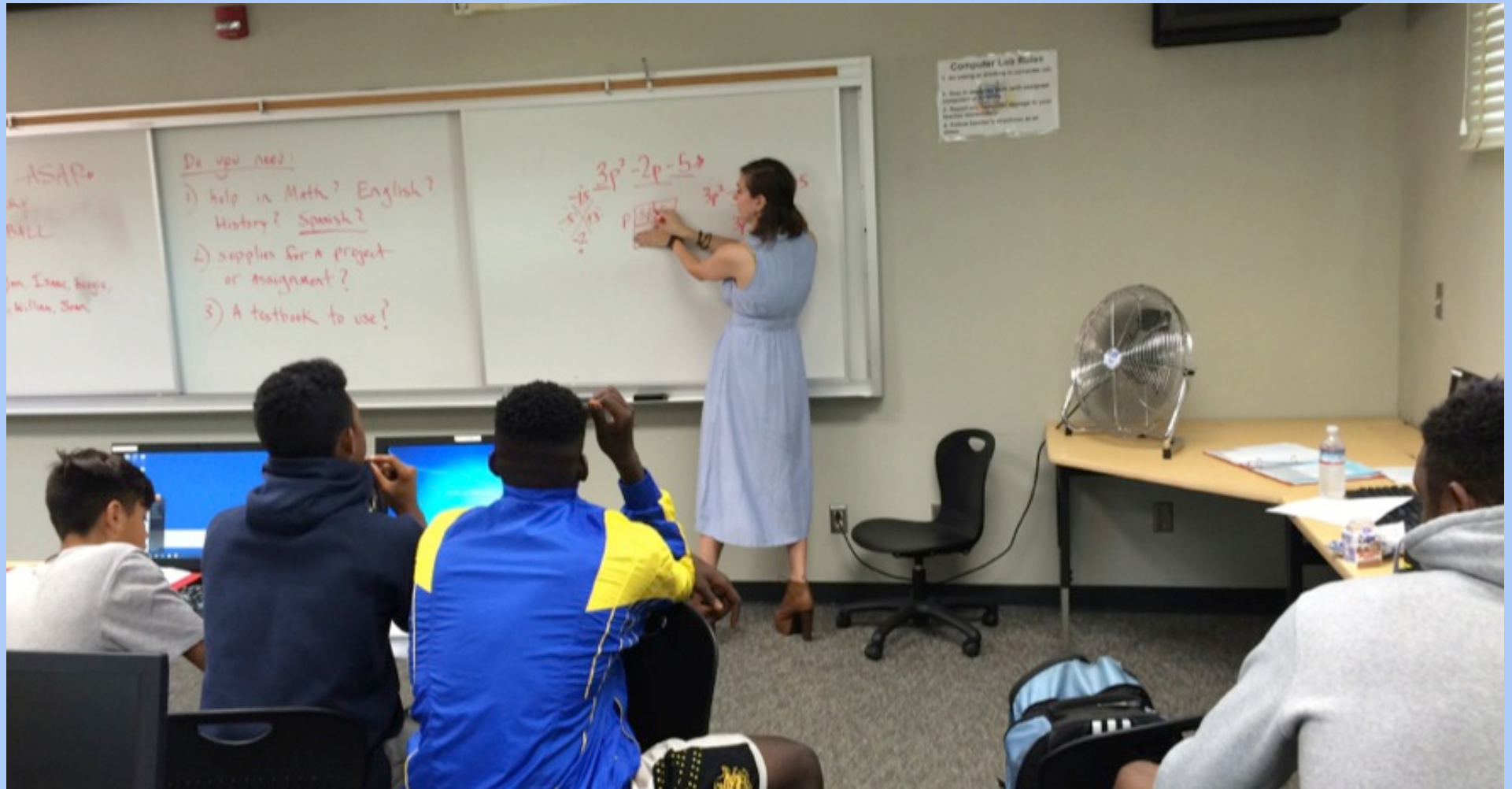
ACES STUDENT ATHLETE PROGRAM

- Promote the sense of urgency required for success in and out of the classroom and on-and-off the court
- The 5 C's:
 - Culture
 - Communication
 - Curriculum
 - College-Ready
 - Character

ASAP= SENSE OF URGENCY



PROMOTE STUDENT ATHLETE CULTURE



FACILITATE COMMUNICATION WITH TEACHERS AND COACHES



DEVELOP STUDENTS WHO SEEK AND NAVIGATE RIGOROUS CURRICULUM



DEVELOP STUDENT ATHLETES THAT ARE COLLEGE READY



BUILD CHARACTER AND LEADERSHIP



GOAL SETTING

3,788

+ 11/28 147

11/29 ~~147~~ 141

11/30 148

ACES + ASAP: 35,000+ STUDENTS IN FOUR YEARS



ACES-ASAP BY THE NUMBERS

- **2014** was the last time we had a closure at ACES due to staffing
- **152** is our highest ever one-day total which we posted in 2017
- **106** is our average for the current school year, nearly a 75% increase from our 61 per day over the first three years
- **13** staffers currently make up our ACES team
- **12** students from UCSD EdCorps volunteer at ACES

STATE OF THE STATE OF EXPANDED LEARNING IN CA

- Schools with expanded learning programs have a disproportionate number (more than double the average) of English learners and students on free-reduced lunch
- More than 8 in 10 California parents agree that after school programs help working parents keep their job
- 1.7 million California children participate in after school programming but 2.4 million more would enroll if one was available

• California After School Network

REFLECTING ON QUALITY STANDARDS

- The California Department of Education After School Division's *12 Quality Standards for Expanded Learning Programs*
 - Point of Service Quality Standards
 - Programmatic Quality Standards
- California After School Network

POINT-OF-SERVICE QUALITY STANDARDS

- 1. Safe and supportive environment
- 2. Active and engaged learning
- 3. Skill building
- 4. Youth voice and leadership
- 5. Healthy choices and behaviors
- 6. Diversity, access, and equity

PROGRAMMATIC QUALITY STANDARDS

- 7. Quality staff
- 8. Clear vision, mission, and purpose
- 9. Collaborative Partnerships
- 10. Continuous quality improvement
- 11. Program management
- 12. Sustainability

A FINAL GENERATIVE METAPHOR: FLYING A KITE IN PT. REYES, CA



NEXT STEPS AND DISCUSSION

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