Unifying Vision/Identity

The Humanities and Performing Arts Academy seeks to provide a rigorous and relevant education to students, reflective of its population, through an enriching exploration of performing arts through the study of humanities. A critical examination of culture, philosophy and language enhanced by the experience and in depth study of master works and the performing arts will better connect and engage our students across a full range of study. Students will also engage in the study of what it means to be human in a technological world through the study of humanities and performing arts while incorporating that into an interdisciplinary approach. Collaborative and project-based instruction will help develop and promote the self-directed learner while challenging them to critically analyze and make connections, which are imperative to their academic success. This focus and instructional design will allow students to articulate the vision of the SLC and how it affects their plans for graduation and post secondary training or the university.

An interdisciplinary team with the collaboration of all stakeholders will be formed to monitor and ensure the vision of the SLC is implemented and all students’ needs are being met.

University High’s population is roughly 60% Latino, 20% African American, 10% Caucasian, 8% Asian and 2% other ethnicities. The SLCs goal is to support all learners with a solid and diverse curriculum affording the students the opportunity and skills needed to pursue a higher education.

The Humanities and Performing Arts SLC will become an SLC in the 2008-2009 school year. The SLC will represent approximately five hundred students within an overall high school size of approximately 2300.

To further facilitate an environment of success for all students, the SLC student goals are to seek a unifying team approach to student success in all students being prepared to pursue postsecondary educational opportunities through a standards-based curriculum. Students will have access to the courses necessary to graduate, which include A-G, Advanced Placement, Honors, Sheltered and Special Education and career pathways. Teachers, administration, parents and staff will be committed to meeting the needs of our culturally and linguistically diverse student body in order to educate all students.

Teachers will challenge students to problem-solve and exceed the requirements and expectations of the standards-based curriculum. Teachers individualize instruction and demonstrate authentic caring by doing what is necessary to ensure students have appropriate classes and receive guidance and support with academic and career goals.
Teachers work to establish a safe, “risk free” learning environment where students are respected and valued.

The vision includes partnerships with parents, post-secondary institutions and members of the professional community as well as businesses in an effort to create internships and work experience opportunities. These partnerships in addition to the UNI High foundation, Urban Education Partnership and UTA have demonstrated strong supplemental support for the humanities and performing arts program.

The SLC will seek support from alumni and aforementioned partnerships. The budget distributions will enhance the vision and goal of humanities and performing arts and will be decided by the lead teacher who represents the needs of all stakeholders within our small learning community.

Though the SLCs thematic studies students will be able to articulate the essential questions and ideas explored throughout the curriculum and how it affects their plans for graduation and post secondary training or the university.

The Humanities and Performing Arts Academy will be composed of the following: The principal and assistant principal over the academy, the coordinating teacher and lead/subject matter teachers over each of the initial academic areas, math, science, English and History. Teachers will meet during Banked Time Staff Development Days. Teachers may also meet informally at lunchtime, after-school and on days when substitute coverage will be provided. They also work closely with their Lead Teacher and SLC Administrator to have their interests represented to the SLC Leadership team and to School Site Council. Decisions made by School Site Council and the SLC Leadership Team directly relate to budget, student conduct, facilities, master schedule, student programming, student behavior and safety.

The Identity of the SLC will establish a community culture, which fosters the development of life long learners who exemplify the renaissance ideal. The Humanities and Performing Arts SLC will foster the social and academic well being of the student by supporting students with gaining an appreciation of diverse cultures and how these cultures have expressed themselves through the arts, language, philosophy and other form of human endeavors.

Students come with a variety of skills, intelligences and abilities. Teachers will use the different academic levels and cultural competencies students bring in order plan lessons and activities that interest and engage students. Provide multiple ways for students to access the core curriculum, and help students connect academic skills and concepts to real life experiences. All students will have an equal opportunity to participate in the SLC and their learning will be supported with scaffolding activities and differentiated teaching methods. Students will be moved to higher levels of thinking and provided tutoring when additional support is needed. Gifted and Talented (GATE), English Learners (ELs), Standard English Learners (SELSs) and Students with Individual Educational Programs (IEPs) will be supported through a curriculum that respects the learning styles and learning strengths of culturally and linguistically diverse students.
Personalization

Humanities and Performing Arts SLC believes that in order to develop well-rounded high achieving students the learning environment must foster personal relationships throughout their educational experience. The mission of the Humanities and Performing Arts SLC is to establish a sense of community among students, parents, teachers, community members, faculty and staff based on reciprocated respect and trust. Vertical Teaming will allow teachers to improve the academic, social and cultural achievements of its students through an Arts-Centered personalization of the high school learning experience and provide a structure where experiences are built upon year by year. In order to accomplish these tasks, (HUPA) upholds the need to address both the intrinsic and extrinsic advantages of art-centered instruction through our creative, thematic units based upon California state standards and students’ diverse needs. In order to address instructional needs, there will be access to accurate and timely academic and behavioral data for each student thus utilizing ISIS and additional fields within the program.

University High School has established advisories where students have the opportunity to work with one or more adults for multiple years in caring, supportive relationships, which address dropout prevention, intervention and internships. These role models provide guidance and direct access to counselors. During these meetings with the counselor, students will have conversations around requirements and requests in an effort to create a solid postsecondary plan. In conjunction with the established advisory program, the Humanities and Performing Arts SLC will organize student-centered activities in an effort to build community and bring in outside partnerships thus creating a strong bond with the professional community.

The Humanities and Performing Arts SLC will establish a system of communication and disseminate information through monthly outreach activities, printed communication, meetings, conferences, and phone calls home.

In order to offer a high degree of personalization for the students involved in the HUPA students have the opportunity to direct their creative and scholarly activities toward specific strands within the Academy. Specific strategies will be employed to help transition students from grade to grade, build upon skills and support them academically, personally and socially through the developed curriculum and strands available. The following strands allow students to concentrate on one area of study and specialize in it, enhancing their core course of studies. Learning strands within the Academy include:

- Dance
- Theatre
- Film
- Music/Instrumental: Recording Arts
- Multicultural Studies
- Multilingual Studies
Professional Development

We will be looking at the needs of students to guide professional development. Input methods include student and parent surveys. The goal of the Humanities and Performing Arts SLC is to remain relevant and to encourage the collaborative efforts of the SLC. This platform of a professional community of practice is public, providing access to all stakeholders.

Professional development is done through the Bank Time Staff Development days which have a shortened day and time set aside to work as a department.

Local District experts and additional support will be provided by the district allowing for specific help in SLC design and implementation. In addition, several experts from various community organizations, as well as interested stakeholders will be involved in collaborative and interdisciplinary curriculum development. Professional Development will focus on Standards integration, visitations, and observation of successful models, thematic unit development in connection with the core content and standards. Through the development of interdisciplinary assignments connected to career strands and the sharing of student work, we hope to greater personalize the educational experience of our students. The SLC will use data from the Secondary Periodic Assessments, CAHSEE and CST in addition to the Lesson Study Team data in order to modify the professional development plan as needed and inform instruction to make mid-course corrections in instructional practice. All stakeholders are part of this professional community practice, which is collaborative and public.

In the first year, the Team will especially focus on adhering to our SLC vision and ways in which teachers may incorporate into their standards-based curriculum thematic and interdisciplinary lessons. We are exploring the possibility of working with Urban Education Partnership to help us develop our interdisciplinary assignments. As we develop these assignments, we will share results and modify instruction as appropriate.

Teachers will attend district offered trainings in an effort to develop their personal SLC’s vision with a focus on student needs. Based on student-data and identified needs, we will receive ongoing professional development on differentiated instruction focused on ensuring that students in the Special Education, English Language Learner, and SAS programs are engaged participants in the SLC. Other professional development opportunities may include district training, on-site training with literacy and math coaches, collaboration within and among SLC’s, and professional conferences including AVID, AP, discipline, Los Angeles Virtual Academy, and multiple intelligences to personalize the educational experience of students. Professional development will include visitations to successful models and programs to observe and incorporate best practices into the SLC program. SLC lead team will be trained in the Adaptive Schools model. We will use data from the Secondary Periodic Assessments, the CAHSEE and the CST’s to help set our priorities.
Equity and Access

Student enrollment is based on surveys filled out prior to admittance and then balanced so that all subgroups are represented in each SLC. While HUPA seeks to nurture those inclined to the performing arts and humanities, the SLC is dedicated to equity and is devoted to access of all students including those designated as EL and those designated with learning disabilities. For students with specialized needs, teachers will foster and maintain the least restrictive environment possible by following current pedagogical techniques and offering supplemental instruction during class and after school in addition to closely collaborating with ESL and special education teachers and campus resources. Teachers will receive instructional support in SDAIE methodologies by the SDAIE team and will be trained using Thinking Maps. In addition, those students seeking to develop a talent and/or hone an interest are encouraged to join a community where the stakeholders work together with the GATE coordinator ensuring access to all opportunities offered with the SLC and the school site (through Passport classes) as well as community opportunities to support productions and performances. Collaboration with all stakeholders provides opportunities for all students in a community that examines cultures, philosophy and language intertwined with the performing arts. Performing ensembles will remain open to the entire school community as Passport Performance electives (PPE’s). The SLC also holds high expectations for all students with culturally relevant and linguistically responsive teaching in support of all students. Multilingual classes will be highlighted and part of the common core for all students within the SLC.

Counselors will meet with teachers and students to ensure that they have access to student interests and parent desire in course programming requirements. The SLC team will meet to discuss various interventions for students in-need in collaboration with the counselor and parents to ensure that all students fulfill the high expectations established in our vision. Aligned with district requirements, the SLC will include and equitable distribution of qualified and experienced teachers placed in classes in order to accommodate the needs of students of all levels.

Rigorous Standards-Based Curriculum, Instruction & Assessment

All students in the HUPA house will complete the A-G requirements in order to prepare them to enter a four-year college or university upon graduating from the Small Learning Community. In addition, students will be required to complete academy specific courses related to the humanities and performing arts career pathways. Performing Arts and Humanities and content area teachers will design a four-year sequential course of studies in identified Academy classes aligned to both Performing Arts/ Theater/ Humanities standards and core content standards. New courses will explore connections between core content subject matter themes and theatrical works. They will also encourage development of student dramatic writing, musical composition, choreography and interdisciplinary performance centered on content area themes. This new and rigorous curriculum will go beyond traditional subject matter exploration, text analysis, and research to extend learning by sharing personal connections to subject matter through a variety of performance disciplines.
Through common planning, teachers will be able to focus on instruction and student learning through the thematic approach and interdisciplinary curriculum. The thematic approach will use multiple forms of student assessment to measure progress and include:

- Starts with students’ individual strengths and uses their relevant background knowledge.
- Engages students and allows them to explore concepts from a variety of perspectives and viewpoints.
- Encourages the use of many different resources (books, magazines, newspapers, filmstrips, textbooks, hands-on materials, etc.) at varying degrees of difficulty so that all students can participate.
- Allows students to pose their own questions and explore related topics of their own choosing.
- Leads students to identify problems in the community and encourage them to become actively involved in finding solutions.
- Provides contexts for “real-life” reading and writing activities, and inquiries in a variety of subject areas.
- Provides students with opportunities for independent learning, problem solving, divergent thinking, risk-taking, and choice.
- Provides continued articulation between middle schools and post-secondary institutions.
- Standards-based activity per week as well as common planning time for teachers

Interventions and individual learning needs will be addressed through individualized programs and opportunities offered through the curriculum. Finally, all of the curriculum will be enhanced through adequate and appropriate instructional technology.

Students will also be required to complete a service learning project and complete community service hours. The academy will rely on business partners and nearby colleges and universities to help set up these opportunities for students.

Local business partners will also be asked to provide guest speakers for career presentations or to act as adjunct instructors to better prepare students for careers after high school. The HUPA house will also rely on student teachers and volunteers from institutions like UCLA to help mentor and tutor students.

Students will be held accountable for their academic success. Students learning will be assessed quarterly using the already in place district assessments in English, Science and Math. Additional quarterly assessments for social studies courses and academy electives will be developed. Students will also be assessed yearly by taking the CST exams. Tenth grade students will also be assessed on the CAHSEE exam.

Beside standardized test students will keep a portfolio of projects they have worked on and completed. They will also keep a journal and an up to date resume with volunteer work and internships they have been involved with. The student’s teacher advisor and or counselor, administrator will assess portfolios biannually.

The faculty, at University High School has voted in favor of the 4x4 block schedule starting fall 2008. This Schedule would give students and opportunity to complete two additional courses in a school year. This would be favorable to fit in the additional academy specific electives.
<table>
<thead>
<tr>
<th>Possible Model:</th>
<th>9th</th>
<th>10th</th>
<th>11th</th>
<th>12th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 12</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I</td>
<td>Geometry</td>
<td>Algebra II</td>
<td>Math analysis</td>
</tr>
<tr>
<td>Science</td>
<td>ICS I Biology</td>
<td>Biology Chemistry</td>
<td>Chemistry AP Biology AP Chemistry</td>
<td>AP Biology AP Environmental Science</td>
</tr>
<tr>
<td>World Languages</td>
<td>Spanish I French I</td>
<td>Spanish II French II</td>
<td>Spanish III French III</td>
<td>AP Spanish Language AP Spanish Literature</td>
</tr>
<tr>
<td>Visual/Performing arts</td>
<td>VA/PA</td>
<td>VA/PA</td>
<td>VA/PA</td>
<td>VA/PA</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Adv PE I</td>
<td>Adv PE II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health/Life skills</td>
<td>Health and Life skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performing Arts</td>
<td>Performing Arts Careers</td>
<td>Literature-based Film Film Production</td>
<td>Dance, Theatre, Music, Screenwriting</td>
<td>Production, Advanced specified courses</td>
</tr>
<tr>
<td>Production and Managerial Arts</td>
<td>Performing Arts Management</td>
<td>Business and Performing Arts, Accounting</td>
<td>Set Design, Personal Management, Professional Fund raising</td>
<td>Technical and Lighting, Photography</td>
</tr>
<tr>
<td>International Studies</td>
<td>Any career pathway</td>
<td>World Languages, Global Studies</td>
<td>Music, art, dance, film History, Modern Philosophy, Eastern Philosophy</td>
<td>Comparative Religions, Women Studies, New World Order (changing borders in the modern world)</td>
</tr>
</tbody>
</table>
Accountability and Distributed Leadership

The LAUSD is a strong advocate and ally in the effort to establish quality site identified SLCs. There are several SSPs within the LAUSD that are supported by both central and local district administration. The Performing Arts and Humanities SLC planning grant is a collaborative effort on the part of University High School, Local District 3, and the LAUSD. The SLC will be managed by Uni staff with the oversight and assistance of local district personnel and community partner representatives. Roles will include an

- Administrator
- Counselor
- Lead Teacher
- Student
- Parent and Caregivers

All leadership representatives will assist with cultivating an atmosphere where the vision and goals of the Humanities and Performing Arts SLC can be met. There is a SLC Leadership Team that will evolve into the Building Council in September 2008. There roles is to oversee the running of the SLC’s and handle disputes. They will operate in concert with School Site Council and School Based Management to enable the school to function as a collaborative unit.

The communication structure as stated in the Personalization section of this document will also serve as the structure for the entire school and SLCs. The SLC team will evaluate and modify the plans and curriculum in regular intervals based on the data. This team will take responsibility for decisions regarding budget, student conduct, facilities, master schedule, student programming, student behavior and issues of community safety based on the Humanities and Performing Arts vision. All stakeholders commit to a common set of expectations for behavior and learning outcomes that will be evaluated and assessed through the Secondary Periodic Assessments, CST, CAHSEE, individual teacher contracts, and culminating project-based assessments.

Parent and Community Collaboration

Parents, businesses, community members, organizations, alumni and postsecondary institutions at the local, national, and international levels will serve as living touchstones to ensure that students will learn to view the world through different lenses without distorting their own vision. Students and Parents will have access to the opportunities offered within the SLC in order to make informed choices as well as become participants in the SLC decisions and action teams. This approach will open the door for all stakeholders and provide an opportunity to meet as an SLC team in order to look at data and develop lesson study groups in an effort to monitor student progress.
- Continue to develop and cultivate partnerships with community organizations and universities, such as United Talent Agency and UCLA.
- Create internships through alumni, community members and organizations for high school and post-graduate participation.
- Provide opportunities for students to shadow partners in the performing arts community and humanities related professions.
- Have students showcase their work and perform for community service venues.

A professionally produced Humanities and Performing Arts video is planned for production and distribution to feeder programs to effectively communicate the value of the new program to prospective students and parents and to augment existing recruitment efforts. Website development as both a recruitment and communications tool will also be part of the initial effort to ensure a timely information flow for all SLC stakeholders. A Humanities and Performing Arts Webpage will be created with the help of Digital Media Academy students. It will be used for parents to communicate with the Humanities and Performing Arts SLC. One section per teacher will be provided to share instructional ideas/student work.

Our focus on thematically linked and project-based instruction will ensure regular meetings of SLC faculty. This will further develop common planning and district provided time around core curriculum for cross-disciplinary, standards-based thematic projects, as well as common grading systems. This instructional focus will provide opportunities for in-depth lesson study around student work and inquiry.

Parents will be encouraged to actively participate in their child’s education through their donation of time and/ or resources that will support the vision of the Humanities and Performing Arts SLC. The SLC will provide ample opportunities for partners and parent participation at appropriate times and locations for instruction and collaboration to occur.