

NARRATIVE PROPOSAL

1. VISION

At SAGE (Social and Gender Equity) Magnet Program, students will be empowered to rise above the learned gender norms that restrict them from being their best selves. Our students, on paths to careers in law, political science, and public service, will be learning about social justice movements throughout history, inspiring them to become agents of change, both in their own lives and in the lives of others. Students will participate in an educational program where emotional intelligence and academic achievement are emphasized in equal measure. All students will be fully included, considered, and reflected in policy, pedagogy, and curriculum. At SAGE we believe in a culture of mindfulness, civic responsibility, and equity for all.

2. RATIONALE

“Girls are stronger readers.” “Boys do better in math.” “Girls are focused.” “Boys can’t sit still.” “Girls are nurturing.” “Boys are strong leaders.”

These notions are not a thing of the past. We battle these myths daily in books, movies, television, and from family and the greater community. There is a dual gender gap: girls are more likely than boys to be successful in school; boys are more likely than girls to select a career with growth potential. Even when working in the same field, boys are likely to earn higher wages. In middle school we see changes in students as they respond to societal pressures. Many girls begin self-objectifying and no longer see themselves as leaders. At the same time, many boys begin repressing their feelings which results in a myriad of socio-emotional challenges such as displaced aggression, bullying, and suicide attempts.

The rationale for creating SAGE is based on the goal of reshaping these notions and dismantling restrictive and destructive gender norms. By doing so, we can change the way our children see themselves, and to enable them to reach their full potential. In order to achieve this, we must all try to understand and address these gender biases that exist in our culture and within ourselves. At SAGE, teachers will participate in ongoing trainings to address intrinsic biases about gender and practice gender equity in both teaching and interpersonal communications with students. SAGE will also build an inclusive curriculum where all students see themselves reflected clearly and consistently in all subject areas and in the total school environment. According to Francis and Skelton (2008), “an inclusive curriculum where they [marginalized students] see themselves reflected in history and literature and that bolsters their self esteem which leads to academic success. Learning and living social equity is the path to acceptance for all marginalized groups.” In schools where constructions of gender, race, and creed are less accentuated, everybody tends to do better.

Additionally, public speaking and debate, as well as service learning projects which will be incorporated throughout all branches of academics, will be utilized to prepare our students for pathways leading toward law, politics, government, and social advocacy. Our students will be provided with multiple opportunities to publicly share what they are learning to the larger school community, to friends and family, and even to a larger, wider audience whenever possible. Our

students will be treated holistically, with a physical education program based on yoga and mindfulness and with academic lessons intended to develop and nurture emotional intelligence woven throughout the school day.

SAGE will be a school community in which the personal happiness of every one person is the priority of all people. The SAGE faculty and staff will work to create alliances between marginalized groups, promote equity and acceptance, and create a safe and affirming school atmosphere for all.

3. EQUITY AND DIVERSITY

Describe the school-based efforts for student selection, marketing, and recruitment to ensure equal access for all students, with the goal being a 60:40 ratio.

The Office of Student Integration will admit students to SAGE from all over LAUSD through eChoices as determined by the magnet program and consistent with the Crawford v. Board of Education court order. SAGE will validate the list provided by The Office of Student Integration to ensure that integration ratios are maintained in accordance with the goals established by The Office of Student Integration.

School administrators and coordinators will present outreach to numerous elementary schools by reaching beyond the traditional neighborhood “feeder” schools. They will attend District sponsored “Meet the Middle Schools” nights, elementary school parent events, and participate in “Meet the Middle Schools” events sponsored by elementary schools. SAGE will host regular on campus informational sessions and tours for interested incoming families from September through mid-November.

Every effort will be made to visit Title I elementary schools and make clear that SAGE welcomes and embraces diversity, and also to provide insight into the program and its offerings. Outreach presenters, comprised of teachers, students, and administrators, will provide presentations and field questions, emphasizing that SAGE will be a school that provides students academic supports as well as opportunities for acceleration. SAGE will also work to establish partnerships with organizations to further our outreach efforts such as The Anti Defamation League, Teaching Tolerance, Center for Transyouth Health and Development at Children’s Hospital LA, Immigrant Youth Coalition, Challenge Day, The Los Angeles LGBT Center, GLSEN, and PFLAG.

What policies and activities will attract and retain diverse backgrounds?

At SAGE we will embrace the broad range of experiences and perspectives brought to school by a culturally, linguistically, and ethnically diverse student population. Each student offers a powerful resource for everyone to learn more from each other. We commit to valuing diversity through curriculum content, classroom grouping arrangements, and school activities. SAGE Magnet will have an anti-bullying code that will be actively enforced by faculty and staff. Bullying will not be seen only as something to be stopped, but also as an opportunity to teach and learn. SAGE teachers and staff will implement anti-bias curriculum and education policies, lead students in restorative justice, and will set high expectations for all students. Classroom

activities will help students learn about and address biases and explore groups and cultures different from their own, encouraging them to explore and forge bonds.

All students will be encouraged to create and participate in clubs. The first weeks of school will lead up to Club Week, a lunchtime event in which students will learn about all of the clubs on campus. They will also be encouraged to become involved in faculty led civic engagement and honors organizations such as NJHS or CSJF. SAGE will educate the whole child, addressing both emotional and academic intelligence.

SAGE will ensure strong communication and feelings of partnership with families. We will approach families by assuming good intentions and treat them as true partners who want the best for their children, viewing linguistic, cultural, and family diversity as strengths instead of challenges. We will recognize and respect family cultures, traditions, and different family structures and the role those play in shaping school-family relationships.

We have high expectations for all SAGE students and therefore all students will participate in all honors courses. In a recent study, Burris and Welner (2005) in Rockville, N.Y. documented changes when the district instituted detracking (that is, heterogeneous grouping of high- and low-achievers in all classes) and “accelerated learning by gradually eliminating remedial classes and offering all students rigorous classes in mathematics, global history, International Baccalaureate English, and history—classes previously offered only to the highest achievers.” Their five-year study found a dramatic rise in the rate of students passing all eight New York State Regents tests to receive a Regents high school diploma. Teachers at SAGE will follow this model, achieving it by incorporating scaffolding, Culturally Responsive and Relevant Education Techniques, including but not limited to both cooperative and individual learning, circular and linear thinking, and Academic English Mastery and Proficiency. Lunch and after school tutoring will be available to all students in the Learning Center. SAGE teachers and coordinator will meet with each student quarterly to set goals, evaluate progress, and determine individual student needs and provide the support for all students to meet SAGE’s high expectations.

How will classrooms reflect the demographic diversity of District and community?

SAGE curriculum will be fully inclusive of all marginalized groups, and aligned with FAIR Education Act (Senate Bill 48) curricular standards to ensure that all students see themselves represented in their classroom learning. The classrooms will be immersed in the study of various social justice movements throughout history, many of them led by disenfranchised minorities, and that will be reflected in the classroom via the curriculum, projects and signage which may include figures such as Harvey Milk, Dolores Huerta, and Martha P. Johnson.

In addition to seeing themselves reflected in the curriculum, teachers will be also trained to ensure gender and racial equity in their classroom management and teaching methodology. This includes not grouping or naming students by gender, selecting texts that reflect the classroom demographics, using inclusive language and curriculum, and explicit focus on understanding and appreciating differences. Multicultural perspectives will be celebrated and social divisions will be addressed by teaching about relationship and community building within the pedagogy and curriculum.

Explain how educators will demonstrate a commitment to teaching in a diverse setting?

All SAGE teachers will be committed to teaching in a diverse setting and will participate in professional development on gender equity, intrinsic biases, inclusive curriculum and teaching, and culturally relevant and responsive education. Teachers will practice reflecting on their teaching and observing each other to ensure that diversity is celebrated through both curriculum and pedagogy. SAGE will strive for a diverse teaching staff that will reflect the diversity of the student population. To improve teacher-student relationships, teachers will utilize interest surveys, journals, and dialogue with students to find commonalities and build understanding and community with students. This has been proven to improve cross-cultural understanding and reduce the achievement gap (Gehlbach and Robinson 2016).

4. INNOVATIVE CURRICULUM AND PROFESSIONAL DEVELOPMENT

How will the magnet theme be integrated into all subjects?

How will the theme be differentiated and articulated between grades?

The theme of the SAGE Magnet Program is social justice with an emphasis on gender equity (and all its attendant biases and expectations) and how these issues affect the daily lives of our middle school students. This theme, along with a subsidiary focus on mindfulness, emotional intelligence, and civic responsibility, will be explored in all areas of the curriculum. One of the primary goals of the SAGE Magnet is to encourage cross discipline exploration and analysis through concrete “real world” applications such as interdisciplinary projects and service learning.

Social Studies

In Ancient Civilizations, World History, and U.S. History the themes of the magnet will be reflected by creating Essential Questions that ask about gender roles throughout history, as well as significant social justice movements. When studying Egypt in **Ancient History (6th Grade)** students will learn about the cashless Egyptian society and women’s place in it, marriage and feminine titles, women and literacy, women’s place in religion, and royal women, including Cleopatra, Hatshepsut, Nefertari, and Nefertiti. In Ancient Rome we will look at marriage, divorce, dowry, fashion, housing, marriage and slavery, and the impact gender had in all of these areas. We will also look at Justinian’s Law, as it applied to women and families. When studying Ancient Greece, we will study women and marriage, money, religion, health, and motherhood. In Ancient Israel, we will examine women and the law, daily life and Ruth, Naomi and the Levirate Marriage.

When learning about **Medieval World History (7th Grade)**, students will examine the role of women in early Christianity and early Muslim empires. When learning about medieval Japan, we will study the development of hiragana as a woman’s script and also the role of female writers in the Heian court. During the Protestant Reformation unit, students will compare and contrast the role of women in the Catholic Church and the new Protestant sects. We will also study prominent European queens, like Isabella I of Spain and Elizabeth I of England, and the role they played in the Renaissance, the Reformation, and the Age of Exploration. Finally, we will look at influential female thinkers of the Enlightenment, like Mary Wollstonecraft and Olympe de Gouges. This will help us bridge into the 8th grade curriculum, which is about United States history.

In **8th Grade**, we will look at why women have been largely left out of the narrative of Revolutionary period. We will study Abigail Adams' letter to her husband, in which she asks him to "remember the ladies." We will also look at how the role of women differed, depending on whether they lived in the Northeast, the South, or the frontier. Then, we will focus on the early formation of the women's rights movement, its major leaders, Elizabeth Cady Stanton and Susan B. Anthony. We will take a special look at the Seneca Falls Convention, including the "Ain't I Woman" speech by Sojourner Truth. We will also examine the intersection of the women's rights movement and the abolitionist movement. When studying the Antebellum south, we will examine how sexual violence and forced family separation created especially difficult positions for enslaved women. We will look at the life of Charley Parkhurst, who was born as a female but lived as a male. We will also examine the Industrial Revolution, where women started to go into the workforce, and began to gain financial freedom, while also facing limitations, like lower pay, abuses of power and violence in the workforce.

We will also look at how patriarchal societies and structures have also been harmful to men throughout history, from the ultra militant society of the city-state of Sparta to the establishment of the patriarchal institutions that created the foundations for the modern day United States.

Culminating projects will emphasize the themes of gender studies and social justice. For example, at the end of the 6th grade year, students could create a new society in which considerations of gender are central; how gender roles helped shape the "Four Worlds" (Political, Economic, Cultural and Social, based on the USC model) would form the foundation of this final project. Within this project, an injustice (based on a gender bias) would be inserted, creating the need to overcome this injustice. In this way, students will be compelled to incorporate strategies to overcome systematic gender bias and to strive for cultural equity and social justice in their imagined civilization.

English Language Arts

In English Language Arts the Magnet's theme will be integrated by students reading literature related to the societies and cultures that are examined in the social studies curriculum. The literature will focus on gender roles, marginalized groups, and social justice movements throughout all the time periods studied, throughout all three-grade levels. Each year will have an overarching theme that aligns with the current ELA program - 6th grade is "Change," 7th grade is "Choices," and 8th grade is "Heroes and Challenges." These themes will also be reflected throughout the other academic areas.

In **6th Grade Language Arts** the themes of the magnet will be reflected by creating Essential Questions that examine "changes" that happen in their lives as well as in the world around them. While reading model narratives, students will learn how authors develop their ideas using effective narrative techniques, purposeful sequencing, and detailed language. They will analyze a variety of narrative texts such as excerpts from *Flipped* where two adolescents are caught between conflicting cultures and are learning about who they are, who they want to be, and who they want to be with, age-appropriate segments *Clan of the Cave Bear* could weave a connection between the gender roles being studied during the Hunter/Gatherer portion of Ancient Civilizations in 6th Grade History, *The Outsiders* etc., which we will balance by incorporating

female and male protagonists and will come from diverse authors in order to understand and appreciate the universal nature of storytelling. For instance, in 6th grade (where the overarching ELA theme is “Change”) students could be assigned a book like *The Outsiders* by S.E. Hinton, a novel which, according to professor Colleen Clemens, “serves as a warning about what could happen to boys when they are forced into a guise of toughness, especially if they are hurting emotionally and feel hindered from expressing their inner turmoil.” From studying characters in a novel (such as the female and male dual narratives in *Flipped*) and engaging in collaborative discussions to examining real-life figures in literary nonfiction (pairings with the first hand accounts of the ruling women in the Ancient World studied in their Social Studies classes) and conducting research, students analyze the power that internal and external forces have on an individual’s life, including the relationship between animals and humans. The focus here will be on the impact of the societal expectations on shaping and molding the expectations they have for themselves. Here the students will be asked to explore themes related to the dualistic nature of male/female relations, the LGBT community and how these binaries ultimately lead to marginalization of people and cultures. They will consider why we have controversy in society and examine the content and structure of informational and argumentative texts in order to gather information and evaluate others’ claims.

7th Grade Language Arts is focused around the theme of “Choice” and is divided into four conceptual units that begin with the choices we make, what influences our choices, choices and consequences, and end in an evaluation of how we choose to act. Students will examine texts that present characters whom, for personal or cultural reasons, have made choices about the way they live their lives. They will analyze fiction and nonfiction texts such as *Tangerine*, *The Hunger Games*, and *The Giver*. They will also investigate how advertising influences the lives of youth by critically reading and viewing informational text and film. Students will analyze the components of argumentation by reading argumentative essays, news articles, and speeches; these texts will emphasize how the choices a person makes in the present shape their future selves. In studying argumentation students will explore the idea of rhetorical appeals and how the pervasive rhetoric at work in society about race, class, gender, religion, etc. impacts the internal and external forces that drive us to make the choices we make. They will also explore how decisions can have far-reaching consequences that determine character, values, and contribution to society. Students will read the novel *Tangerine*, which focuses on one young man’s emerging realizations about how his personal history continues to affect his relationships with his friends, teammates, family, and school. Looking at the difficult dynamics at work within society can help students look at their own role in facing the challenge to create a society where all people can express themselves.

8th Grade Language Arts students will follow a thematic unit around “Challenges” that begins with heroes and culminates in the challenges faced in re-writing society. These units show students how to take an everyday concept such as heroism and think about it analytically, creatively and from diverse perspectives. Students study heroes from across time and cultures to discover similarities and differences between mythological, literary and real-life heroes, and to distinguish the media’s heroes from their own. Students will study a myriad of texts and people such as Ray Bradbury (*Fahrenheit 451*) and Walt Whitman, as well as an essay about Civil War heroes, narratives about the heroes during the Holocaust, and Elie Wiesel’s Nobel Prize acceptance speech. Students will also be overlapping their study of Sojourner Truth’s speech

“Ain’t I a Woman” from their social studies classes in order to analyze the implications of her language both then and in our present. This will lead into a formal evaluation of the civil rights movements both past and present as we discuss the challenges to equity and fairness in the United States. Students will focus on the leaders of such movements such as Dolores Huerta, Yuri Kochiyama, George Sand, Rigoberta Menchu and Soledad Vidaurri. Students will also study a letter from Serena and Venus Williams to Wimbledon asking to be treated fairly and will study the present implications of the *One Million Rising* and *TimeIsUp* movements. Students could also be asked to juxtapose written history with documentaries and films such as “Real Women Have Curves” and “On Whose Shoulders We Stand,” which detail the experiences of growing up female and latina and the challenges faced by proponents for LGBT rights in Los Angeles respectively.

End of the year projects for ELA will emphasize the themes of gender studies and social justice. For example, students would be able to create autobiographical books called “My Story,” and thereby tell their own stories and their own struggles by detailing how the themes of gender and social justice have intersected their lives and their development. This book could include examples of advertisements that the students could analyze and explain. It might also include letters to their future selves/future children with advice on how to handle the impact of gender, class, race, identity, sexual orientation etc.

Teachers for these classes will also provide access to a booklist of recommended reading for book reports and reading journals will include a list of books that examine gender roles around the world, as well as characters that defy gender expectations and the results of that defiance. Books on the list could include *The Breadwinner*, *The Servant*, *Wandering Son*, *I Am J*, *Not That Kind of Girl*, *The Boy in the Dress*, *George*, *The Hunger Games* trilogy, *One of a Kind*, *Like Me / Único Como Yo* and *Luna*.

Mathematics

In math classes, in addition to adhering to the state’s mathematical standards, we can start the students off in **6th grade** by dismantling the notion that girls are somehow less competent in the areas of math and science. According to research, female teachers in elementary schools often express anxieties about math, and young girls sometimes internalize that stress (Ganley and Lubienski, 2016). We will address these misplaced fears directly, and ensure the girls - and boys - that math is a skill to be practiced daily, and that there are NO inherent differences in the abilities between the genders. We will share the research with them that bears this out.

In **7th grade**, we will also study the mathematical achievements of women, weaving it into the math curriculum, as well as an investigation into how mathematicians are depicted in popular culture such as the women in “Hidden Figures” vs. the men in “Good Will Hunting” and “A Beautiful Mind.” We will also make sure that fully inclusive language (in word problems, etc.) will be consistently incorporated and will reflect both genders equally, as well as disabled, LGBT, and any and all minorities.

In **8th grade** we can start applying math skills to real-world applications, particularly those that reflect the relevant themes of SAGE. We can work with statistics involving equal pay for women, charting the gender differences in the various fields of study, as well as the

corresponding careers, and the rates of pay for all. This could serve as a cross-curricular project with Humanities 8 and their culminating service learning project, which involves gender inequities on a global scale (details below).

Science

In science class, we will explore every opportunity where notions of gender are upended in science and nature, drawing correlations between the fluidity of gender norms in nature, and the potential fluidity amongst humans.

In **6th grade**, SAGE's first major service learning project will be implemented in science class in the area of climate change. We will look at service learning projects that incorporate climate change and gender awareness. In Paul Hawken's book "Drawdown," which provides 100 real life solutions to climate change, number six on the list is "Educating Girls." According to the United Nations Educational, Scientific, and Cultural Organization, by closing an annual financing gap of \$39 billion, educating girls in low- and lower-middle-income countries can be achieved. It could result in 59.6 gigatons of emissions reduced by 2050. The return on that investment is incalculable. A service learning project that involved girls education could ultimately contribute to curbing global climate change. These early service learning projects, that occur in the 6th grade, will be more teacher-led and will be conducted in groups. As the student moves through the program, the service learning projects will involve more autonomy and an outward movement into the community and beyond.

In **7th grade**, when we start to focus on human sexuality and healthy relationships, we will look at diversity among the reproductive strategies of different species to highlight ways that heteronormative assumptions about biology and evolution are unfounded. We will also talk about reproductive behavior during our unit on gender, sex, and sexuality to underscore the diverse strategies species use to reproduce. When teaching human sexuality, we will not make assumptions about who students might be sexually attracted to, or that they might be interested in sex at all. Though sexuality education is important for all students, not all students will have sex in their lifetimes, and not all students are interested in sex with anyone, let alone a person with any particular genital or gender configuration. The classroom curriculum and conversations will be rigorously inclusive, remaining mindful of the sensitive nature of this topic, in particular where it intersects with gender.

In **8th grade**, the science service learning projects will involve more independence, and the students will be encouraged to move beyond campus. These projects could potentially include building rain gardens, calculating the personal carbon footprint of students in one class, grade level, or the entire school and determine strategies for reducing carbon footprints by certain amounts. Students can organize competitions among classes or grades and track progress over time. There are many possibilities for energy saving projects from campaigns for turning off lights to changes in air conditioning and heating practices. Students may also be interested in raising funds to offset carbon emissions from various school activities by purchasing carbon credits through an organization that plants trees for carbon sequestration purposes.

Electives

The electives offered through the magnet program will be where the study of gender roles will be most clearly and systematically focused upon. The gender studies will be studied through the prism of literature, art, religion, culture and media. These courses will be called Humanities 6/7/8. Public Speaking and Debate will also be taught as electives in 6th, 7th and 8th grade. In 6th grade they will take Introduction to Speech, in 7th grade Speech A and in 8th grade Speech B. Introduction to Service Learning will be offered in the 6th grade, which will lead to a series of Service Learning projects, all of which will be woven throughout all the academic areas during all three years of the program.

Sixth Grade Electives

In **6th Grade** students will be offered Humanities 6, Introduction to Speech, and Introduction to Service Learning. In **Humanities 6** (a twenty week elective) we will examine how gender roles are shaped and influenced for young children, starting with the fairy tales and picture books that were read to many of them from the beginning of their lives, and what can be done to *change* these norms. Humanities 6 will also explore how messages regarding gender roles are sent to youth through films created for young children, particularly the Disney canon, i.e., the message “you should change who you are for a love interest” conveyed by “The Little Mermaid” or “men are helpless and need women to take care of them” taught by “Snow White and the Seven Dwarfs.” Students will examine how boys/men are portrayed in popular film designed for the youth audience, with aggressive, physically violent men being displayed as the male ideal. Further, students will investigate video-game consumption and the impact that it may be having on young boys. Boys spend 40 hours a week watching television, and another 15 hours playing video-games. The male role models they are being exposed to via these media platforms are hypermasculine, aggressive, domineering and violent; 90% of the games rated appropriate for children over 10 contain violence. Boys also learn from an early age about the “bro code,” which defines masculinity as men protecting other men, and keeping silent when a “bro” does something that conflicts with one’s own sense of morality. They watch each other behaving badly, then say nothing. This will lead to an examination of the correlation between gun violence, mass shootings, and gender. Students will watch “The Mask You Live In,” a documentary produced by The Representation Project, and utilize the accompanying curriculum guide. In doing so they will further their exploration of the pressures put on young men to live up to a toxic ideal of masculinity and the catastrophic impact it can have.

In **6th Grade, Introduction to Speech and Debate** students will be introduced to the tenets of speech and debate, with students being required to research topics on gender and social equity, and to present those findings via a public speaking forum. The rules of debate will also be introduced, with a mock debate as a culminating project. The debate topics will also reflect the themes of SAGE, with topics incorporating change, social justice and gender expectations. Through our Speech and Debate elective students will think on, debate and discuss how the media presents men and women, how we define stereotype and identify stereotypes frequently seen in mainstream media, and how those stereotypes are accepted as normal and real, and ultimately how they limit the growth and progress of boys and girls.

In **6th Grade Introduction to Service Learning** (a ten week elective) students will learn the five steps of service learning: investigation, preparation, action, reflection, and demonstration. They will learn the difference between volunteerism and service learning and why both are

important aspects of civic engagement. Students will participate in Story Corps Education Project to learn about empowerment and the importance of every person's personal narrative as they begin with their own stories then extend to their families and the greater community. At this time and with all future service learning projects, students will learn to draw on personal connections and skills, work with community organizations to address specific needs, work with writing prompts to help students consider personal changes they can make to challenge bias, exclusion, and injustice, and work *with*, not *for*, individuals or groups the service learning projects will support.

Seventh Grade Electives

In **Humanities 7** (a twenty week elective) we will continue to examine how gender is reflected through all media, as well as art, religion, and social media, and empowering them to make their own *choices*. In Seventh Grade we will be watching "Miss Representation," which is the flip side of "The Mask You Live In," the female side of the story from The Representation Project. We will be following their accompanying curriculum guide as well. We will learn how women are underrepresented in the political and business sectors, and identify ways in which women leaders are treated differently in media. We will understand the ways negative treatment in the media can affect a woman's ability to see herself as a leader and to obtain leadership positions, and to expand ideas of leadership to include all types of women. In Humanities 7 we will also look at how gender has been reflected through art and religion, studying such phenomena as gender of deities, and creation myths regarding gender. Leadership roles and segregation in institutionalized religion will also be examined, and how those are reflected through art. We will also look at the Third Gender in Native American culture, and how that concept was eradicated by European settlers, as well as the gender neutral Buddha. We will also be looking at social media platforms, and the differences between the genders in how those platforms are utilized. The persuasive sexual harassment that occurs on social media will be examined, as well as the differences in cyberbullying between boys and girls. Such disturbing phenomenon as "sexting rings" and "slut pages" will be examined and discussed. The pressure that boys, in middle school, apply to girls to send nude or compromising photos, and then passing those photos around to their friends, is a massive problem that exemplifies the conflation of online life, cyberbullying, and gender.

In **7th Grade Speech A** (a twenty week elective) we will teach students the skills necessary to become agents of change through the lens of the Magnet's theme and connected to the topics discussed throughout their other courses. To affect change students must have the skills to communicate so others listen. In Speech A, we will focus upon the Anti-Defamation League's Anti-Bullying Curriculum, using that as the foundation for our speech, communication and debate curriculum for the 7th grade elective. Such ADL lesson plans as "Slurs, Jokes and How to Respond," "Understanding and Addressing Online Cruelty," and "Using Children's Literature to Address Bullying" will be implemented during Speech A, and will then be used as the basis for in-class research papers, oral presentations and debate. In Introduction to Speech, 6th graders learn and discuss how their views of gender have been shaped by what they've already experienced as children. In Speech A, 7th graders then apply that knowledge to what is currently happening around them, in school and in society, particularly what occurs at the intersection of bullying and gender. They will then apply that knowledge and those public speaking skills, and take their message to a wider platform. Their culminating project will be a public assembly,

wherein SAGE scholars become the educators, standing in front of the whole school population, and serving as peer educators, speaking and teaching on the subject of gender and bullying.

Eighth Grade Electives

Humanities 8 (a twenty week elective) takes gender studies to a global level, looking at some of the *challenges* being faced by *heroes* around the world. In Humanities 6, we focused on how their notions of gender we formed through their childhood. In Humanities 7, we look at how those notions of gender are currently impacting them, and their school/online experiences. Finally, in Humanities 8, we begin to look at the larger, global picture, and how women and men are treated around the world, and the various gender expectations from culture to culture, and how those expectations help to shape - or damage - different civilizations. In Humanities 8, we will look at organizations like “Half the Sky,” which covers the way women are oppressed around the world. We will also begin to study how the LGBT community is discriminated against on a global scale, particularly those who step outside the gender norms within that community, looking at the brutal violence inflicted upon transgender citizens in every culture. In Humanities 8 we will also require that the 8th grade students conceive and complete their major service learning project for the program. This service learning project will incorporate all the various threads that have been studied throughout the three years at SAGE, and will look beyond the school walls and out into the larger community for ways to affect positive change. This will be a major culminating project for the program and a signature for the SAGE Magnet.

8th Grade Speech B will place the focus on debate, culminating in a debate that will be presented to the larger school audience. The debate topics will encapsulate everything the SAGE scholars have been exposed to throughout the three years of the program. In participating in a public debate, SAGE scholars will be also be educating the rest of the school population on the topics that they have now become expertly versed within. There will be a simultaneous education on the strategies of debate (clear writing, citing evidence, powerful public speaking), as well as on the various topics of gender roles and social equity. Topics covered in this public debate will be culled from the ADL curriculum and will expand beyond gender and include racism and classism. Topics will include “How Natural Disasters Discriminate,” “Hair, Identity and Bias,” “Challenging Anti-Immigration Bias in the U.S.,” and “Anti-Semitic Incidents: Being an Ally, Ally and Activist.” We want SAGE to be a source of information and empowerment for the larger school community that surrounds us, and this Speech and Communication component is critical toward this end. This aspect will also get our students further down their pathways toward law, political science and social advocacy.

Physical Education

The magnet program’s emphasis on the social-emotional well being of our students will be reflected through a Physical Education program that offers yoga and mindfulness to help our students maintain healthy and active bodies and minds instead of striving to fit expected gender norms. Yoga improves flexibility, strength, balance, and stamina. Instead of promoting competition and working against others, practicing yoga helps students focus on their own abilities and growth toward individual goals in an environment in which students of all genders practice acceptance and support. SAGE scholars will enjoy improved physical and emotional strength and balance that is attainable through yoga, the improved ability to focus their attention, and the newfound ability to self-regulate their behavior through their breath. Through this

yoga/mindfulness program we will take advantage of this space and time to focus on the full social-emotional well being of the student as well, examining anger management, anxiety and panic disorders, and self-acceptance and love.

Emotional intelligence will be the primary focus in this arm of the program, which will provide a solid foundation to help them in their core academic areas. A full range of emotional intelligence lessons and activities will be interwoven within the yoga program, as well as in the homeroom period. We will focus on such topics as self-actualization, assertiveness, independence, empathy, social responsibility, flexibility, problem solving, stress tolerance and impulse control. Emotional intelligence will be emphasized with rigor and regularity, being woven throughout the entire SAGE curriculum and physical environment.

How will the theme be monitored?

Teachers will monitor the magnet's theme when they meet during common planning time to collaborate on interdisciplinary lessons and projects, review student data, participate in professional development related to the themes of the magnet, and plan time to observe each other's teaching. The coordinator will also monitor the theme through formal and informal observation of teaching and student learning and supervising and participating with the teachers in collaborative planning.

How is the theme innovative and relevant, and how does it ensure student preparation beyond high school?

The theme of SAGE (Social Equity and Gender Equality) could not be more relevant at this moment in our culture's history, and there is no better time to start this conversation than middle school. It is at this precise moment when students' notions of gender begin to form and harden in ways that are often detrimental to our students' social-emotional well being and academic success. From the #MeToo movement, to the rise in mass shootings (88% of them by men), there are reverberations of gender that surround and impact us in every part of our society and culture. In starting to raise awareness on these issues for our students at SAGE, we hope to rewrite the narrative for them in ways both profound and liberating. We don't want anyone, male, female, or someone somewhere in between, to feel limited or constrained by falsely imposed boundaries of gender. We want to free them from the box of gender, and channel that energy instead into good works and social change.

Emotional intelligence is another main area of focus at SAGE that we consider relevant and innovative. We will provide our scholars with multiple opportunities to explore and learn about the other areas that impact their young lives, covering topics such as empathy, self-advocacy, stress and anger management, and self-worth. Mindfulness and yoga (as physical education) is another aspect of our program that is innovative and relevant.

FOCUS AREAS

Describe the theme-based pathways that students will follow to support the above goal

Law - the pathway to a career in law is clearly contained within the program at SAGE, primarily through the Speech and Debate elective. Students will be required to debate topics that reflect the themes of SAGE (social and gender equity) and, ultimately, be required to debate those topics in

a public forum, in front of their peers and family. This is directly correlated to the kind of work they would need to prepare for in a career involving law.

Politics - the debate component is a component of the Political Science pathway as well, for politicians of all stripes are required to justify and defend their public policy positions to their constituents, very much in the style that our SAGE scholars will be required to do, in debates that will happen in all three years, culminating in the 8th grade debate, conducted in front of their peers, staff and families. The service learning component of the SAGE program will also help prepare our scholars for a political science pathway, preparing them to seek out problems that need fixing, then figuring out what they can do to fix them.

Public Service - the service learning component also applies to the Public Service pathway, in that it could include charitable projects, environmental concerns and any other type of social change that our student feels needs addressing. Public Service also provides a heightened awareness, primarily through the Humanities 6/7/8 Electives, that will educate them on the social inequities that need to be focused upon and hopefully changed.

How will the curriculum connect academics to real-world applications?

At SAGE, we will connect make real world connections and applications across all academic areas. In math, students can research and analyze data to gain a clearer picture of the amount of people affected, directly and indirectly, by social norms and rules. For example, they can analyze suicide rates among LGBT youth. In science, students can examine how the work, school, family and social environment can affect the human body. They can also learn about how minimal physical differences there truly are among humans. In English Language Arts, students will learn to articulate and communicate their concerns regarding gender and social inequalities. They will improve themselves through researching facts and reading others' views and observations in pertinent issues. In history, students will see how humanity throughout the ages has dealt with social issues regarding gender and minorities. Students will gain a greater understanding of the benefits and detriments that have come about through these actions, allowing them to have a greater understanding of present and future actions.

The service learning component will be another major way our students academics' will be connected to real-world applications, with projects that will have an actual impact on the school and community they live in. Not only will they learn about climate change, they will be involved in projects that have an impact upon curbing climate change. Not only will they be learning about anti-bullying strategies, they will become peer educators, teaching other students in the real world what they've learned about bullying and how to address it. Not only will they learn about oppression of women and LGBT people around the world, but they will participate in service learning projects designed to rectify, in any small way possible, the injustice they've learned about in the classroom.

What research based strategies and standards will be used to guide the work? Provide specific examples.

At SAGE we will adhere to the California Common Core Standards and the Next Generation Science Standards. We will be consistently setting objectives, and reinforcing effort/providing recognition. Teachers will incorporate a variety of the following standards based teaching strategies to ensure student achievement.

- High expectations for every student

- Culturally Relevant and Responsive Education
- Service Learning
- Project Based Learning
- Promoting student metacognition
- Socratic Seminar
- Cooperative learning
- Identifying Similarities and Differences
- Anticipation Guides
- Providing clear and effective learning feedback
- Summarizing and Note Taking
- Generating and Testing Hypotheses
- Higher Level Questioning
- Directed Reading-Thinking
- Consistent low-threat assessment
- Thinking Maps
- Response Notebooks
- Teacher clarity in learning goals, expectations, content delivery, and assessment

FIVE HARMS OF RACIAL ISOLATION

Due to the foundation of magnet school programs many of the five harms are already addressed. Magnet school are ethnically diverse with smaller average class size and students apply based on personal interests creating a community of diverse yet like minded students. Additionally, the program will address the Five Harms of Racial Isolation in the following manner:

Low Academic Achievement: Culturally relevant and responsive education to help our culturally diverse students meet the academic goals, intervention program. We believe that by taking into consideration our varied student population we are best able to plan a high quality, balanced curricular program. We focus our student-centered, standards driven curriculum through systematic direct instruction, student collaboration, and guided practice. The educational program incorporates a variety of teaching methodologies allowing teachers to deliver instruction in an engaging manner.

Low Self-Esteem: To address low self-esteem, teachers will incorporate the ADL Anti-Bullying curriculum and Teaching Tolerance Anti-bias Education. Students will see their diversity reflected in the curriculum through the historical and social figures they study and the characters in the texts they read. To help students be comfortable and willing to share with the class, teachers will use wait time, pair and small group sharing, allow non-verbal participation, and encourage academic risk-taking in the safe environment of an accepting classroom. Furthermore, using inclusive language, Restorative Justice, and empowering students through service and project based learning will help build self esteem as students gain understanding of civic responsibility and the power they wield as agents of change.

Lack of Access to Postsecondary Opportunities: To make students aware of postsecondary opportunities, the magnet coordinator and faculty will organize a homeroom speaker series to learn about various careers and pathways. Through Parent Center meetings and student assemblies, SAGE staff will ensure that students and parents are aware of A-G requirements so families know what will be expected of them in high school in order to go to college. Students will learn how to build a resume, participate in career exploration and career day/week activities, take field trips to universities, and form mentorship relationships with students in local high schools and universities.

Interracial Hostility and Intolerance: SAGE students will actively participate in Millikan's World's Fair which provides students access to a variety of cultures through art, dance, food, and activities in order to emphasize collaborations across cultures. A diverse, multicultural group of

students will help lead regular cultural events that highlight and emphasize student and community diversity. Through acknowledging and celebrating diverse perspectives, Restorative Justice circles, counseling, guest speakers, and an inclusive curriculum, and explicitly teaching about bias and being an upstander in the face of intolerance, SAGE faculty will help build a community of advocates.

Overcrowded Conditions - Magnet classes are mandated to have lower class size.

PROFESSIONAL DEVELOPMENT

Describe the school's goals and strategies for ongoing professional development which supports the theme.

The goals and strategies for ongoing professional development are to be adherent to the themes of SAGE, which are gender equity, emotional intelligence, mindfulness, civic responsibility and service learning. To that end we have contacted Annie Ortega from the education branch of the Anti-Defamation League, who offers a full range of professional development opportunities specifically geared toward these themes. We are also communicating with the PESI Foundation and Lee Anne Gray, who provide PDs on inclusive education and LGBT awareness, as well as Rachel Lewin from the UCLA Mindfulness Awareness Research Center, to provide PDs on mindfulness. Kelly Wood from Yoga in Schools, will also teach our staff how to incorporate the principles of yoga into instructional time. We are also planning on providing professional development on bullying based on gender, the pressures of gender expectations for middle school students, how to create a classroom where both genders have equal access to the curriculum, Culturally Relevant and Responsive Education, inclusive curriculum and how to incorporate a service learning program - and what real service learning should involve. We will also have PDs on how to use disaggregate qualitative and quantitative data to determine achievement of learning targets based on needs of gender, and cultural practices.

Describe how the internal and external PDs will be driven by data to improve teaching, learning and school performance. Collaboration should be a structured part of the regular planning.

We will apply the strategy of Plan-Teach-Reflect-Apply to our Professional Development, providing our staff with the opportunity to garner maximum benefit from the various PD opportunities. We will also adhere to a regular Common Planning Time for teachers, providing them ample opportunity to work collaboratively in support of students' socioemotional and academic needs. During this time, they will be provided with opportunities to apply what they've learned in the internal and external PDs to come up with strategies to implement new practices into their classroom instruction. SAGE administrators/magnet coordinator will monitor the effectiveness of these various strategies when applied to the classroom, building upon successes with follow-up PDs. There will also be consistent, holistic evaluation of student social-emotional health based on observation and student surveys. Using this and all other assessment data to monitor student progress in all areas (academic achievement in the classroom, standardized test scores, and the social-emotional well being of the student, measuring emotional intelligence with the same rigor applied to academic achievement) will allow SAGE faculty to determine future PD needs.

5. STUDENT ACHIEVEMENT AND INSTRUCTIONAL FIDELITY

Describe how your educational program will meet the needs of all students who require additional support.

SAGE's educational program is designed, based on the Common Core State Standards (CCSS) and LAUSD frameworks, to best meet the academic needs of our diverse student body. SAGE faculty and staff believe that through powerful and transformative instruction and learning, students will gain the tools to be empowered and inspired. Our goal is that all students will be able to apply the knowledge, skills, and attitudes necessary to become creative and socially responsible critical thinkers, to achieve personal success, and to contribute responsibly to our diverse and dynamic community and world as advocates for themselves and others.

How will you design student services and interventions to prepare all students to achieve the District's goals?

SAGE faculty and staff believe that through the interventions listed below will support students in meeting the standards and frameworks set out by the California Department of Education. We will provide peer tutoring during lunch and afterschool. Homerooms at end of the day may be used for structured intervention (30 minutes). Teachers will assist students in using independent reading resources like NewsELA, Khan Academy, and CrashCourse, and Ck12.org to provide students with individualized readings and practice. Local high school and college student volunteers will be utilized as tutors.

How will the school review and analyze (student) achievement to inform and improve instruction?

SAGE will monitor attendance data and implement a positive attendance policy to encourage high student and teacher attendance.

SAGE teachers, supported by administration through professional development and common planning time, will review and utilize current educational research and student data to drive best teaching practices. Interim assessments and SBAC data, in addition to classroom observation and assessments, will provide this data to allow backwards planning. All lesson planning and selection of methodologies is supported by authentic assessments, Smarter Balanced Summative Assessments in ELA/Math, the English Language Proficiency Assessments for California (ELPAC) Summative Assessment, California Alternate Assessments in ELA/Math, and California Next Generation Science Standards (CA NGSS) Summative Assessments, teacher-created assessments, observation, and textbook publisher assessments which align with the Every Student Succeeds Act.

Teachers will design assessments incorporating brain-based teaching strategies to help students with various learning modalities access deeper understanding of the curriculum and develop critical thinking skills to solve a variety of problems with depth and complexity through service learning and other project based learning.

Students will be surveyed at the beginning and end of year to collect data regarding how students view themselves both as leaders and as active members of the community as well as regarding perceived gender pressures. Teachers and administrators will use this data to inform program instruction to best meet student needs and achieve the program goals. We will also work with an outside agency to conduct a longitudinal study and determine best practices in the areas of gender and social equity in the middle school.

How will the needs of English learners, students with disabilities, socio-economically disadvantaged students and gifted students be addressed?

English Learners - We will use Specially Designed Academic Instruction in English (SDAIE) strategies and culturally responsive teaching strategies to address student needs. Additionally we will be utilizing data from the Interim Assessments, SBAC, ELPAC, Reading Inventory (RI), and student grades to drive instruction and meet student learning goals.

Students with Disabilities - Students will be provided with the least restrictive learning environment in accordance with their Individualized Education Plan and/or 504 plans and provided necessary accommodations to meet their goals and objectives. Teachers will implement proven strategies such as incorporating various learning modalities, providing immediate feedback, repeated verbal and written instructions, positive reinforcement, and wait time to help address student learning needs.

Socio-Economically Disadvantaged Students - The school library provides access to computers, free printing, school supplies for homework and projects, and various educational technology and activities. SAGE will have use of the Learning Center for student tutoring. Teachers will utilize culturally responsive and relevant curriculum and teaching methodologies.

Gifted Learners - Teachers will select and implement appropriate pedagogy, specifically models of teaching, such as Kagan strategies, that are connected to Depth and Complexity. This may include structured inquiry, group investigation, and direct instruction utilizing problem-solving and critical thinking strategies.

6. QUALITY INSTRUCTIONAL SYSTEMS

Describe the governance model that will be implemented at your magnet program.

SAGE Magnet Center is part of Millikan's Affiliated Governance Council (AGC)/ School Site Council (SSC). This committee meets eight times each year and is comprised of representatives from all stakeholder groups and takes recommendations from the various committees, making decisions to further the school's educational program and support the LCAP goals and Single Plan for Student Achievement. It meets six times per year and makes recommendations to the AGC/SSC regarding mandated District topics. Having Millikan's consensus-based decision-making process at the heart of its governance structure will continue to increase participation by all stakeholder constituency groups. AGC/SSC's major role is facilitating the implementation and/or approval of successful educational and operational policy initiatives brought to the AGC/SSC by the English Learner Advisory Committee. Millikan's constituencies remain involved in and dedicated to a school-wide community, which strives to continue to improve, by all measurable criteria, while maintaining compliance with the District's overall policies, regulations, legal commitments and applicable laws.

Describe the teacher recruitment and selection process

Recruitment

We will post the position within the school district as well as on educational employment websites and will attend LAUSD job fairs. We will also actively recruit from universities with teaching credentialing programs with strong social justice and equity programs. The ideal candidate will have strong classroom management skills, be expert in their content area, and be committed to the ideals of SAGE.

Selection

All applicants must be able to be contracted with LAUSD. A selection committee will consist of a panel of community stakeholders. After the initial application and resume, applicants will participate in a panel interview and teach a demonstration lesson either at Millikan or at their current school site.

Describe how the school will ensure that the theme is visibly evident on the campus

SAGE's theme of social and gender equity will be visibly evident on campus through student-created and professional signage, student groups and clubs, student led school-wide presentations/assemblies (anti-bullying campaign, climate change service learning project, eighth grade debates), and events hosted by student generated and led clubs. Through campus observation the Magnet Coordinator and/or administrators will monitor visible evidence of the magnet's theme.

7. FAMILY AND COMMUNITY PARTNERSHIPS

Describe the strategies used to meaningfully engage parents/guardians in the academic achievement of their children throughout their educational experience at your school.

A high value is placed on all stakeholder involvement so every opportunity is provided for stakeholders to be active participants. Starting at School Orientation each year, before the first day of instruction, teachers are brought in, along with administrators and counselors, to welcome students and families. Families are invited to sign up to be part of different groups and committees based on their interest, including SSC, AGC, ELAC, and parent subcommittees. In computer labs, they are provided support to access the school website to complete enrollment documents and access our school calendar where they find information on Parent Workshops and Coffee with the Principal.

Parents and teachers commit to using a web based Learning Management System (currently Schoology) as one method of communication. In addition, parents may participate in parent groups (booster clubs/ PTSA) and Parent Center meetings and seminars. The parent center is staffed by a parent representative who provides family support in accessing and completing district forms, forming community partnerships to support families, maintains and provides access to a food pantry, and helps families navigate district and community resources. Parents and community members are also welcome to participate in all school committees such as discipline, curriculum, budget, and professional development committees. Parents and community members are invited to participate in career exploration with the students as guest speakers and mentors.

Indicate the degree of support anticipated from private/public institutions and community business representatives.

SAGE leadership hopes to benefit from the knowledge and experience of leaders in gender studies, anti-bias education, social justice and activism, public service, and mindfulness. This may include representatives from Johanna Olson-Kennedy of the Center for Transyouth Health and Development at Children's Hospital Los Angeles, Jennifer Siebel Newsom from The Representation Project, Annie Ortega from the Education Branch of the Anti-Defamation League, GLSEN, Patrisse Cullors of the Black Lives Matter campaign, Jessica Weissbuch from Camp Brave Trails and LifeWorks LA, Village Family Services specializing in LGBT youth

counseling, female mathematician Danica McKellar, Lee-Anne Gray from the PESI organization specializing in inclusiveness training, Noma LeMoine, expert in the Academic English Mastery Program, Jane Ward from The Department of Gender and Sexuality Studies at UC Riverside, Robin Lewin from the UCLA Mindfulness Research Center, Don Romesburg from UC Sonoma and author of California's new LGBT Framework, Center for Learning and International Studies (CALIS) at USC Four Worlds of History social science framework, Planned Parenthood's inclusive health education curriculum, Human Rights Campaign's (HRC) Welcoming Schools program, and Judy Chiasson and Timothy Kordic of the Student Health and Human Services Department at LAUSD.

How will this assist in developing curriculum and in providing assistance and resources to enrich the program?

The Anti-Defamation League (ADL) education branch can provide professional development for teachers, speakers for students, and anti-bullying curriculum to be implemented in the classroom. Some of the more profiles leaders in the area of gender studies and social activism (Jennifer Siebel Newsom from The Representation Project, Danica McKellar, Patrisse Cullors co-founder of Black Lives Matters, Johanna Olson-Kennedy, etc.) can serve as mentors or role models, coming in to speak in the classroom or assemblies. They could also serve as guests in various fundraising events. Representatives from Lifeworks, HRC's program called Welcoming Schools and LGBT Youth Center could also provide curriculum assistance, social studies teachers will use the CALIS Four Worlds framework in planning and delivering curriculum, or serve as guest teachers/speakers. Don Romesburg is already providing assistance, helping us locate academic materials that are inclusive and support the themes of SAGE. Village Family Services could also provide counseling for students facing issues/challenging involving gender and sexuality.

Indicate actual and potential commitments for collaborative agreements with businesses, professionals, universities, and other relevant organizations and individuals. Include letters of commitment in the appendix.

ADL, Planned Parenthood, Don Romesburg, Robin Lewin, Jessica Weissbuch, and Jane Ward have committed to providing support in curriculum development and teacher training.