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The Beginning

This publication was written to provide the qualifications and background of the author's experiences and commitments to the education of students of color, while campaigning for Board Seat #1 in the Los Angeles Unified School District, and revisiting the idea of breaking up the Los Angeles Unified School District (LAUSD).

Dr. Batie has been actively involved in the education reform movement in Los Angeles for over 30 years while pursuing careers in science, technology, engineering and mathematics for more than fifty years. The events documented are presented in more or less chronological order, though there are many instances where actions occurred concurrently.

Urban League - 1988

Strangely my interest in education began while I was employed at an Egghead Software retail store as a salesperson. It was there I met a customer that was a principal at an adult school in South Los Angeles. She was a frequent shopper at the store where she visited often to browse the latest education software. Keep in mind that at this time, in the late 1980's computers were unwieldy, complicated and all commands had to be typed in.

On one visit, as frequent shopper and I were talking, she asked if I was interested in teaching. She shared with me that she thought I had an outgoing personality, and would be able to connect with students, so I was offered a position as an adult education teacher for the LAUSD at Fremont Adult High School. The assignment was to work at a remote location that in this case, was a facility operated by the LAUL to assist students studying for the General Education Diploma (GED), and to improve adult students' math and reading skills.

This was a positive experience that strengthened my desire to work to work in our community to assist, strengthen, and prepare our students for success. It was also the impetus for obtaining Vocational and Math Single Subject California teaching credentials in adult and vocational education issued by the State of California. Obtaining those credentials required that I complete the required education courses at the university level. Thus I enrolled in the teachers' credential program at California State University, Los Angeles (CSULA).

Cal State LA Accelerated Schools Center - 1990

As it happens this was the beginning of my transition to my career as an educator and school reform acolyte. One of the first classes I took in the credential program was a computer class for prospective educators. Given my then extensive background in computing the coursework was easy to say the least.

One evening while the instructor was lecturing, I was busy typing away and completing assignments in just a few minutes. The instructor came to the back of the lab where I was sitting and asked, “you already know how to do all this work don’t you?” I briefly recounted my background in math, science, engineering and technology. He recognized my abilities and asked me if I would be his assistant in the class. I said, “of course, I’d be honored to.” That was the beginning of a relationship that has lasted for more than 25 years. Dr. Slovacek, the instructor of the class, has been my mentor, colleague and friend ever since.

I was employed as his assistant when he served as department chair of the Education Foundations division of the CSULA School of Education. That job led to my working as a lecturer for the department as a statistics instructor, and as a graduate and research assistant for the Accelerated Schools Center at CSULA which was the beginning of our work in education reform using the Accelerated Schools Model

The Accelerated Schools model was developed by Dr., Henry Levin of Stanford University. Its primary focus is to “accelerate, not remediate”. Levin’s format calls for active, intelligent participation of all members of the school community (Ascher, 1993). The Accelerated Schools process provides a systematic approach to the restructuring of schools that serve predominantly at-risk students.

The Accelerated Schools Program is designed to improve the education of disadvantaged students by using the same “acceleration” techniques used with gifted and talented students. The goal is to speed up the learning of at-risk students so they will be able to perform at grade level by the end of elementary school (Levin and Hopfenberg, 1993).

Central to the strategy is the placement of curriculum and instructional decisions in the hands of the instructional staff, requiring a complete restructuring of the traditional school organization. The emphasis on local responsibility for educational outcomes requires an appropriate decision-structure built around the school’s unity of purpose. The school must also develop the capacity to identify challenges, to understand these challenges, and to implement and evaluate solutions.

At that time there were over 500 Accelerated Schools in the United States. The Accelerated School Process (ASP) (Levin, Hopfenberg 1993) was used throughout these undertakings as a management and procedural model. The accelerated school model was sanctioned by Federal education agencies as a viable school reform model that facilitates the restructuring of schools from a top to bottom hierarchical structure to a structure where everyone has input into the decision making process.

Cal State was selected as a regional center promoting and training school communities in the ASP. During this time as a graduate student member of the AS Center I worked with professors at Cal State in implementing the model as we traveled throughout the Southern California region providing coaching and training in the ASP. These experiences were the foundation of my work from that time forward.

Voucher Movement - 1993

In 1992 while working with the AS center I was introduced to the voucher movement. I glommed onto this movement as I was exploring all avenues to get something done in the community given the challenges I was facing in attempting to move the needle for Black student achievement. A friend of mine Vernon Robinson, who was/is a right wing republican conservative made me aware of the voucher movement and introduced to the movements' visionary and leader Stephen Guffanti.

Dr. Guffanti was a Vista California physician who gave up his 4-year-old medical practice and began the daunting task of trying to get an initiative on the 1992 state ballot that would create a voucher system in the state's public and private schools. He also relinquished his seat on the Vista Unified school board, the only public office he had ever held, to head up the fledgling campaign

Parents for Educational Choice was of a start-up political campaign to provide a \$2500 voucher for parents to use in either the public or private sector offering school choice to participants. Given the events taking place at the time I became the director in the Southern California, Los Angeles region.

We met at each other's homes and regularly at the Marcus Garvey School on Slauson and 8th Avenue. At that time there were still and lot of nuts and bolts activities to be performed as is usual in a fledgling movement. Even so the idea seemed intriguing so I got involved.

Proposition 174 would have provided vouchers for families in California to pay tuition at schools other than their local public school. The amount of the voucher would have equaled half of the amount spent by the state on each child. The amount would be \$2500. The scholarship would have been used for the payment of tuition and other education fees at schools with 25 pupils or more that chose to join the program.

Both private and public schools could become independent and require payments from parents beyond the voucher amounts provided. Proposition 174 would also have imposed new restrictions on the ability of state and local governments to create new regulations affecting private schools, and would have allowed parents to choose which schools within the district their children would attend.

The initiative, California Proposition 174 was on the November 2, 1993 general election ballot in California as an initiated constitutional amendment. Opponents spent \$18 million to defeat the

Proposition. It was defeated by a 3 to 1 margin. But this experience did whet my appetite for systemic change in the system.

Children at Windsor Hills Story - 1993

As previously mentioned at this same time there was legislation in California to reduce class size. Millions of dollars were spent to reduce class sizes to a student to teacher ratio of twenty to one in grades kindergarten to three. At that same time my children were attending Windsor Hills Math Aerospace and Science Magnet. As an active parent I spent time at the schools assisting and observing. What I found was that my son was in a third grade classroom where there was a brand new teacher that had never taught school before.

Now a little background, one result of the class size reduction, was a sudden huge need for new teachers. This demand resulted in an inadequate supply of qualified, experienced teachers. The teacher licensing process allowed for teachers to be hired via an emergency teaching credential. This process bypassed the usual coursework and training required for a regular credential.

Instead the requirements were minimized to a college degree and the passing of the California Basic Education Skills Test (CBEST). The CBEST consists of two sections, language arts, and a mathematics exam. The mathematics as I understood it was at the 8th grade level. A passing grade for the math portion was 60% correct. The end result was that these new emergency credentialed teachers were woefully underprepared.

In my particular case I looked in on my son's class and found this brand new, totally inexperienced instructor who was just totally out of their element. As an active parent I was intimately involved as were a lot of parents in the goings on at Windsor Hills. Many of us noticed the challenges these emergency permitted novice teachers were facing. I observed that my son was not receiving the instruction he needed to be successful in reading.

I understood that as a 3rd grader this was a critical time, and it didn't appear to me that his teacher was up to the task of providing the instruction that would be able to continue his progress in reading. Interestingly, this was right around the time that the voucher movement (Prop 174), and as a reaction to that the charter school movement was burgeoning. All these events made me think, "What can I do to help my children get the best education they deserve?" And knowing that other students and parents were being underserved why not work with them too? This experience really galvanized my efforts towards working to create a charter school.

First Teaching Job at 99th Street Elementary -1993

Fast forward to later in 1993 with the Cal State LA Accelerated School Center (ASC) where we began working with the 99th Street Elementary School (ES) where Althea Woods was the principal. The function of the Cal State AS Center and team was assist, train, and coach the school faculty and community in the ASP. There were significant positive outcomes that resulted from our work there. And as one would expect, positive outcomes usually occur when faculty and staff are truly committed and prepared to change and make positive things happen.

It must be said that the faculty and leadership present at the 99th Street School was outstanding. Later in this narrative evidence of the leadership and commitment of this staff was realized in a tangible way. Our work at 99th Street resulted in an article being published in the Wall Street Journal presenting the successes that the school had experienced under the Accelerated Schools Process.

As a result of our close work with faculty and staff in implementing the ASP the principal Ms. Woods asked if I would like to join the staff, as she had a vacant teaching position available. I had already gone through some of the credentialing requirement, and I had taken the CBEST, thus I was able to secure an emergency teaching permit, and began my work at the 99th Street School.

This was my first experience a fulltime teacher. Fortunately there were some great teachers on the staff. Through their example and mentoring, I started on the path to become really effective teacher. I had some ideas and I was technologically savvy for the times, but this was an environment where we were not afraid to experiment. Everyone would support me and we would support each other. There was hot new technology like laser disc players and HyperCard stacks that were the beginning of using multimedia instructional tools. Would that all beginning teachers had the start this I had.

I wasn't quite as out of my element as many novice teachers might be. Some of that was me and my life experiences, and some of it was the environment I was in. I should mention that on that faculty, there were no fewer than 6 males teachers on the faculty, and of those, four of them were Black in a K-5 school, which was/is really unusual. We all bonded quite a bit and became real colleagues and friends both inside and outside the building.

During this time at the 99th Street School, there were some changes in the funding, and the funding to provide the Accelerated Schools training went away. Everyone was really despondent that we would not be able to continue our journey of excellence.

99th Street School Charter Effort – 1993-94

During the spring break I was talking to a friend of mine from North Carolina. He made me aware of something called Charter Schools. This was in the spring of 1992. At that time there was no such thing as the World Wide Web, but there were facilities that allowed those in the know to download legislation and official documents online using a three hundred baud acoustic modems to access FTP (File Transfer

Protocol) and WAIS (Wide Area Information Servers). These were the facilities available then, and I was fortunate enough to be able to navigate these arcane systems to get the information and documentation of the legislation I needed to learn more about this thing called charter schools.

After perusing the material I thought, “This sounds like a way for us to continue our work at the Ninety-Ninth Street School. I thought “Why don’t we call all the teachers together and present this idea of ‘charter schools’ as a way that we could continue our Accelerated School journey”. So we arranged a meeting at a park and we brought some food, and invited the staff for this discussion as to how we could continue the journey.

We were amazed when more than half of the teaching staff showed up. We then presented this idea of a charter school. And everyone said, Yeah! Let’s do it! Let’s present it to the principal. And that began the process of gathering signatures for the petition so that the 99th Street School could become a charter school and thereby continue to be an Accelerated School.

Having gathered the signatures we took the petition to the school as a whole. That’s when the tone from some of the staff became teachers somewhat contentious. People started thinking more deeply about the process, which was only to be expected. Since this was a totally new idea in the state of California, and all the structure, rules and procedures were not in place, there were real questions that needed to be answered. Questions like, what about pensions and health benefits and like? No one really knew, and the district was in the same situation. We could not get all the answers we needed, so the result was it split the faculty and staff.

There were those who had said, “We don’t know enough. We’re not sure”. And there were those who said, “Well let’s do it. Let’s just see what happens”. The process had reached an impasse. But there was a strong group that wanted the opportunity to continue the work we began at the Ninety Ninth Street School. And we believed that the best way forward was the charter option.

The final solution was to draft a charter that established a new Accelerated School separate from the Ninety Ninth Street School. This school would be able to have a fresh start, and thus would have no need to accommodate all the varied interests that were present at the 99th Street site. Further it would afford the unique opportunity to implement the Accelerated Schools process at a brand new site in South Central Los Angeles, thereby serving even more educationally disadvantaged and minority students. The final result was that 30 of 32 teachers at the school felt that the proponents of the”breakaway” charter should have the opportunity to try something new and different, and signed the petition.

CSLA Master’s Thesis - 1994

[“The Creation on an Accelerated Charter School” \(Batie,1995\)](#) gives more background about the process and how the vetting, approval, and renewal processes was fraught with political and social angst given that at that time the law mandated that LAUSD could only have a total of ten charter schools.

The Startup Years

The time period from 1997 to 2002 were what I refer to as the startup years. I began my Internet Service Provider startup [Successnet.net](#) . The first Black owned full service Internet Service Provider in the U.S.) I began my doctoral studies at UC Riverside, and the View Park Prep family of schools were begun. These events kicked off my intense involvement into school reform.

AcrossAmerica 2001 (www.acrossamerica2001.com)

In 2001 the state decided that high school students must pass an exit exam to receive their diploma. This exam would mean that the minority community would be facing another looming crisis. Given the state of math achievement in 2001 it meant that starting with the class of 2004 students would not receive a diploma if they don't pass the California high school exit exam.

According to a story in the June 8th edition of the Los Angeles Times, "only 32% of students in the state's lowest-performing schools passed the English test, and just 8% passed the math test." The means that over 90% of minority students failed the math portion of this soon to be mandatory examination required for High School graduation.

To facilitate community awareness of this coming calamity, I decided to ride my bicycle from Los Angeles, California to Houston, Texas. By meeting and interacting with concerned citizens along the way it is hoped that communities will mobilize to address this pressing problem of math literacy and competency among minority students.

My intent was to seek commitments from minority engineering and technical professionals to address the issue of math literacy for our inner city students. The Los Angeles Unified School, district like other urban districts, was also at that time, faced with the crisis of a severe shortage of teachers qualified and certified to teach math.

It was my hope to build awareness in the minority engineering and technical communities that we need their time, commitment and expertise to help our schools and communities address this issue of the underachievement of minority students in math and science. Be it through mentoring, tutoring, teaching, or training, this ride was a call to arms to the large number of professional engineers and scientists to assist in some way.

When I completed this trip I met with educators and officials to discuss the state of mathematics in Houston and found that the state of achievement in Texas was much like Los Angeles. As I have family in Houston we communicate regularly regarding this national challenge.

This AcrossAmerica2001 venture succeeded a 1976 venture where a young Viet Nam veteran set out a journey of self discovery. Physically the journey took him from the crest of the Sierras, a desolate traverse of the high desert plateau of Central Nevada, beyond the Wasatch mountains of Utah, over the Colorado Rockies, and across the great plains to Naptown; the city of his birth, and "home". Mentally those days of solitude and hard work forged a sense of direction and purpose to the life of Michael Batie and planted the seed for many subsequent undertakings.

Upon my return to Los Angeles, I enrolled as a freshman at California State University at Los Angeles. During this time I was employed as a technician working on aircraft weapons systems and telecommunications satellites at TRW and Hughes Aircraft Co. respectively.

After enrolling as an engineering major at Cal State, I found in some of the basic coursework the seeming lack of rigor unsettling. So I settled on physics as a major, and earned a Bachelors of Science degree in physics. While attending CSULA I was active in the community acting as a student teacher in the EOCP (Engineering Orientation Class Project) presenting a science and math curriculum developed by the Los Angeles Council of Black Professional Engineers. I also served as president of the Council of Black Engineering and Science Students, and as a TA and lab assistant in the Physics, Quantitative Analysis, Physical Chemistry and the Accelerator Laboratories.

ICEF and View Park Prep Family of Schools – 1999-2006

Given the events taking place as described in the Children at Windsor Hills Story there were many parents that were thinking about and seeking alternatives. The idea of proposing that Windsor Hills be converted to a charter was a non starter. One day while I was talking to Ms. Mackabee, one of the many parents that were highly involved as a mother of an attending student, and as a parent activist. I mentioned the possibilities related to this new thing called charter schools, and how I had been involved in the creation of a charter school.

She was intrigued with the idea and suggested that I meet this person who was running an after school and summer program. His name was Michael Piscal. I had heard of him via the community grapevine, and because I had started an Internet Service Provider (successnet.net) I had visited his a summer program to assist them in setting up a computer lab. We met a few other times, and Rochelle suggested that I talk to Mr. Piscal about starting a charter school. I told Mike, it seems you've got that fire in the belly, and you're trying to get something done education wise in the community. I think that you should start a charter school.

His first reaction was, no way. I don't want to start a charter school. I'm gonna start a private school. He had been previously employed by Harvard-Westlake, and felt that that was the model to bring underserved students into the mainstream. I told him, you can do that, but your constituency would be people like me, and "I ain't paying, for no private school, in this area or anywhere else for that matter. Cause I've always believed in public education."

Michael pushed back, The Crenshaw community does not have a first rate private school, I want to bring one to this community, I don't want the government in my business telling me what to do and when to do it, it will be a convoluted process, and so on. I was able to convince him that that was the way to go, and that I would take care of all of the application processes and write the charter documents, and tender a proposal to the state for startup funding. Rochelle would recruit parents and provide the outreach to the community.

I then introduced him to Dr. Slovacek the Director of the CSULA Accelerated Schools Center who would provide direction and imprimatur given our experiences with the ninety ninth street school with the ASP and the chartering of TAS. The outcome was the chartering of View Park Preparatory Elementary School, and the genesis of the Inner City Education Foundation (ICEF). After a few years a middle school and high school was added forming the VPP family of schools.

In the times after the formation of the VPP Family of schools I acted in many capacities. As the accelerated school coach, was in charge of ASP training all of the teachers, staff and parents, as consultant to the Head of School, and a grant and proposal writer and as author of subsequent charter proposals that were tendered to and approved by the LAUSD. These schools were highly effective. Stakeholders were active, involved and engaged. The first year that the middle school was formed in 2002, I was hired as the sixth and seventh grade math teacher. Below is the Stanford Nine math data for that period.

Figure I
VPPMS Stanford Nine Math Results 2002

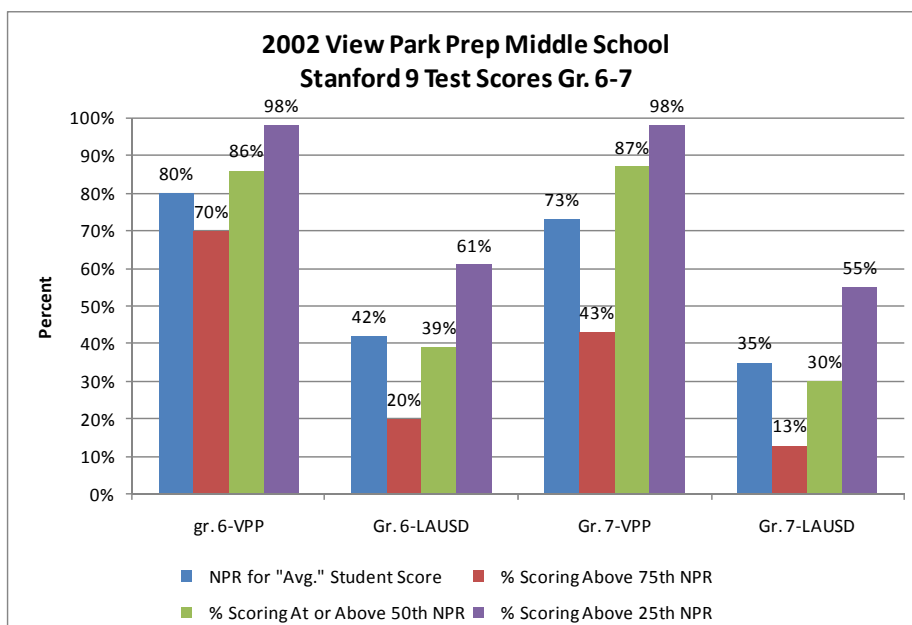


Chart 1
View Park Prep 6th & 7th Grade Stanford Nine Math Scores
2002

Total Math	N=44	N=52304	N=46	N=48201
NPR for "Avg." Student	80%	42%	73%	35%
% Scoring Above 75th NPR	70%	20%	43%	13%
% Scoring At or Above 50th NPR	86%	39%	87%	30%
% Scoring Above 25th NPR	98%	61%	98%	55%
Mean Scale Score	693%	651%	695%	658.7

Note that the sixth and seventh grade scores were essentially 100% higher than the aggregate results in the LAUSD.

VPPMS Coaching Tenure

After the 2002 academic year I left teaching to pursue my PhD at UC Riverside. To the chagrin of many the test scores at the middle school took a downturn. There were many factors that contributed to this decline. So I was asked to return as a math coach to assist the middle school in raising achievement levels. The figures and charts record the California Standardized Test (CST) scores for a three year

period. I acted as math coach for the 2007 school year. During that school year I also taught an 8th grade algebra class.

Figure 2
View Park Prep 6th Grade CST Math Scores
2006-2008

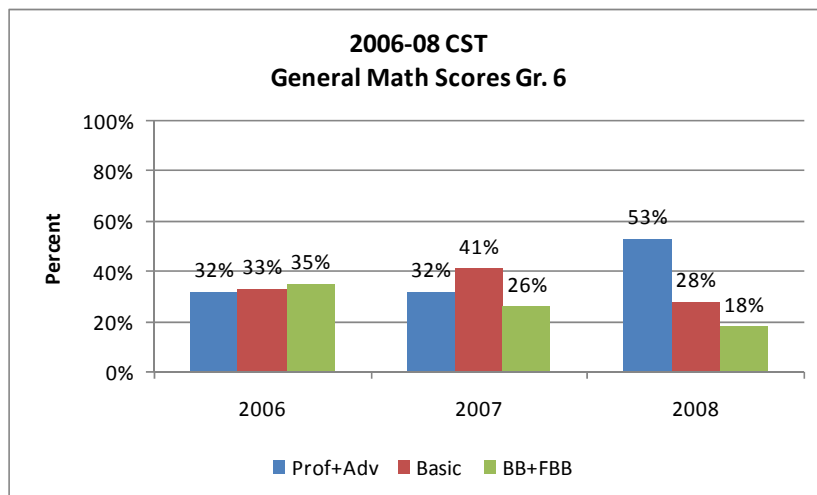


Chart 2
View Park Prep 6th Grade Algebra Scores
2006-2008

	CST General Math (EOC)		
	2006	2007	2008
Prof+Adv	32%	32%	53%
Basic	33%	41%	28%
BB+FBB	35%	26%	18%

Figure 2 above significant increases in the Proficient+Advanced success rates over the three year period.

Figure 3
View Park Prep 8th Grade Algebra Scores
2006-2008

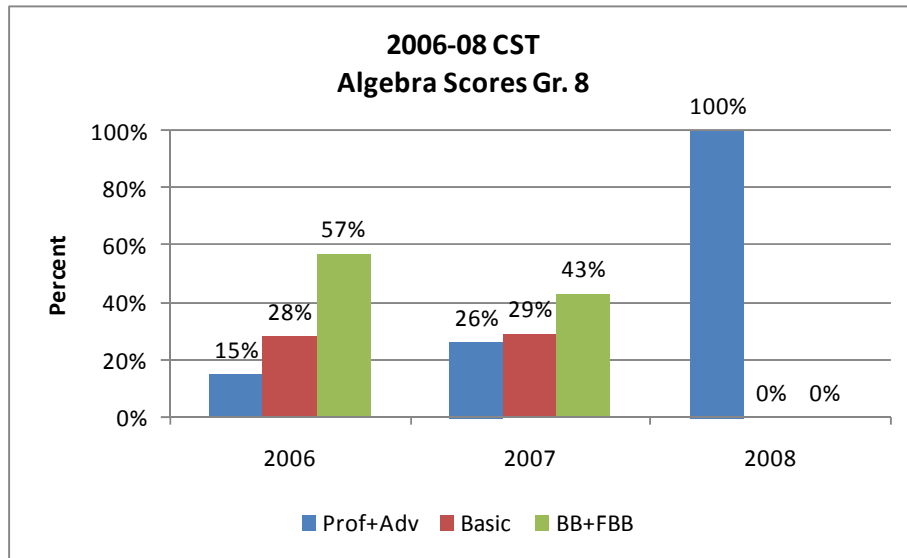


Chart 3
View Park Prep 8th Grade Algebra Scores
2006-2008

	Algebra I (EOC)		
	2006	2007	2008
Prof+Adv	15%	26%	100%
Basic	28%	29%	0%
BB+FBB	57%	43%	0%

Figure 3 above shows significant increases in the Proficient+Advanced success rates from 2006 to 2007. Note the 70% increase from 2006 to 2007 and the almost 400% increase from 2007 to 2008. These gains and the 100% proficiency rates of 8th graders are unprecedented in the LAUSD.

VPES Renewal 2005

One of the seminal events as presented in my dissertation was the process of charter renewal. As previously explained charters are approved generally for a five year period after which they are considered for renewal dependent. This renewal process as we discovered was essentially political in nature.

Except for the Pacific Palisades schools, evidence presented thus far concerns what has happened after the charter school begins its operations, i.e. activities occurring in the growth and maturity phases of a typical business cycle (see Figure 2, p. 16). The development and maturity phases have more of a political character to them. The data in this section provide evidence of these political influences. As noted earlier in this chapter, the Pacific Palisades story was driven by strong political influence exerted by the majority white members of this upper-class community. These white families sought community solidarity.

At the end of the five-year period, the school goes through an evaluation process to see if it met the benchmarks stated in the charter document. Below is an excerpt from the renewal evaluation for View Park Prep Charter School. This school is located in an area that is predominately Black. The text below from the evaluation document (Slayton, Valdez, & Sass, 2004) makes mention of the fact that the school is not serving the “anticipated student population”.

“While the 1999 Charter document anticipated that the school would have a student population that would be 70% Black, 15% Latino, 10% European-American, and 5% Asian (p. 4), for the 2002-03 school year VPPACS’s student population was 99.2% Black, .4% Hispanic, and .4% white. The school had also anticipated that more than 60% of their student population would participate in the federally funded Free Meals Program (p. 4). For the most recent school year, between 5% and 20% of their students were eligible to participate in the program. The result of this difference between the school’s anticipated student population and the actual student population is that the school does not serve the students targeted in the 1999 Charter document. Instead of serving predominantly students from “at-risk situations,” VPPACS serves a significant number of students from affluent homes that do not experience the hardships identified within the Charter document. This discrepancy calls into question the extent to which the school actually is meeting one of its central promises, to “serve a student population that is deemed to be in an at-risk situation” (p. 11).

From the charter document, it was stated that the school’s target area would consist of the 33rd Congressional District. This area’s concentration of Blacks is among the highest in the city. It is also the home of the highest SES levels for Blacks. Thus, this area was targeted with the acquiescence of the governing board during the charter development and vetting process.

The View Park Preparatory Charter School: Charter Renewal Evaluation (Slayton et al., 2004) makes note of the racial and socioeconomic status of the school population with a series of statements.

VPPACS served a large number of students from affluent homes who did not experience the hardships identified within the Charter document.

This discrepancy calls into question the extent to which the school actually met two of its stated goals: to draw students from a nearby Capacity Adjustment Program (CAP) sending school to relieve some of the pressure of overcrowding (p. 4), and to provide an accelerated curriculum to students coming from at-risk situations with a set of resources to prevent them from falling behind their peers (p. 11).

The fact that the school served a population that was so different from its anticipated population also calls into question the extent to which the school's success can be attributed to its curriculum and instruction versus the fact that a great number of the students were coming from homes with high levels of parent education, parent involvement, and access to resources. (p. 5)"

Contrast these findings with the Marquez charter renewal document published by the LAUSD Program Evaluation and Research Branch (PERB), which describes the Marquez school population as having “high socioeconomic background.” The Canyon Charter school renewal report states (Koetje & Daly, 2005) “The school’s ethnic and socioeconomic makeup is not typical of LAUSD, but reflects the affluent, educated, white-majority population of its surrounding community.”

The Charter School Renewal Case Study for Topanga Elementary School (Newton, Daley & Lara, 2005) stated that schools with populations similar to the Topanga Charter are described as “high socioeconomic status schools.” The analysis of the socioeconomic segmentation that exists in the LAUSD (Figure 6 & 7, p. 47-48) shows that the neighborhood in question is of high socioeconomic status.

The fact is, that it is now the case that the degree of segregation in charter schools is a non-existent factor. Most Los Angeles charter schools are segregated by race. Much of that is caused by the low number of African-American students. But the fact is that Black students are generally attending charter schools that are predominately Black.

Charter School Consulting – 2003-2006

I returned to my studies at UCR fulltime after a leave of absence in 2005. During that period I was still involved in consulting activities with my mentor and colleague Dr. Slovacek at the PERC (Program evaluation and research cooperative) at Cal State LA. It was there that I served as an author/advisor to the creation of the charter schools presented in the chart below.

Chart 7

Charter School Consultancies

The Accelerated School
FDES/MS/HS - (2006)
School of Arts and Enterprise – (2003)
Math and Science School – (2006)

15

DRAFT
MbatiePhD
Dec. 2019

UCR PhD. – 2008

In 2008 I was conferred the Ph.D. in education administration from the University of California at Riverside. My dissertation was titled “Charter Schools and Market Segmentation”. It is available for download [HERE](#). The abstract is presented below.

This dissertation was undertaken to examine the effect(s) of charter school marketing on the Los Angeles Unified School District (LAUSD) education landscape with respect to the stratification of charter schools. Information from four sources: school websites, a survey of charter school parents, existing online statistics and data, and various school documents and marketing materials comprised the quantitative and qualitative data used in this research. The major finding was that there are two theoretical constructs at work, the market and the polis (Stone, 2006), that explain the stratification that exists within charter schools in the LAUSD. Each of these models describes charter schools at different times during the school life cycle. The polis dominates during the creation of a charter school, while market theory explains the operation and maintenance of ongoing charter organizations.

Mobile Math and Science Labs – 2009

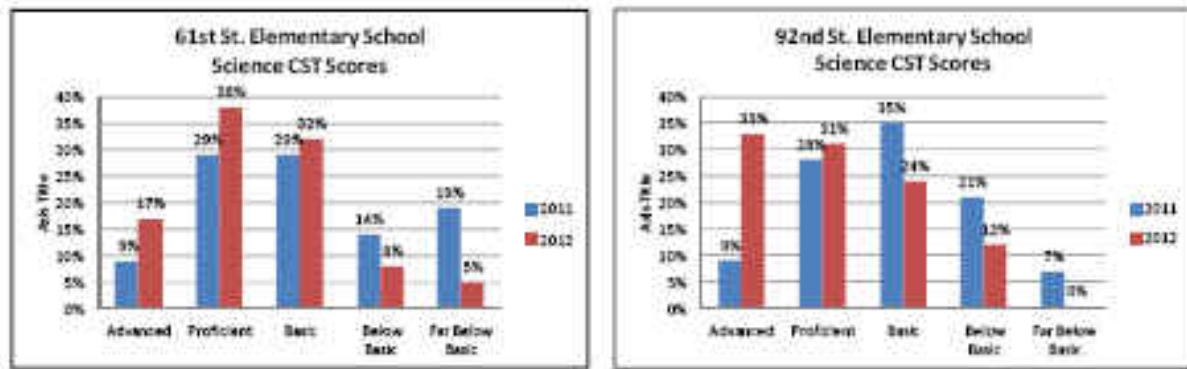
The MMSL venture was established to stimulate student interest in the STEM areas which will be the prime focus for careers in the future. Mobile Math and Science Labs (MMSL) is a support program that delivers the necessary materials, supplies equipment and support personnel for the effective teaching of Earth Science, Life Science, Biology, Chemistry, Physics and Mathematics hands-on laboratory activities.

This service is modeled on the highly successful Chemistry and Physics Van Program pioneered by Professors Mel Sabella and Michael Mimnaugh of Chicago State University. During the past eleven years the Chemistry Van Program has been cited by various organizations as an exemplary model for national science education reform initiatives. The program was selected for the inclusion in the Guide To Math and Science Reform (www.learner.org/theguide), and was included in the National Science Foundation, Urban Systemic Initiative Directory of Best Practices.

MMSL personnel travel the region to provide in-class support for teachers. All the materials, supplies and equipment needed by teachers to carry out the laboratory activities are delivered and setup in classrooms on the school site by an experience, trained science professional.

For the past 10 years Mobile Math and Science Labs(www.mmsl-la.com) has provided services to schools in the Los Angeles Unified School District (LAUSD), to the Juvenile Justice System under contract to the Los Angeles County Offices of Education and Probation, and to various community based organizations to include the Brotherhood Crusade, Listo America, and the Los Angeles Council of

Black Professional Engineers, and a host of charter schools organizationa (Lifeline Charter School, View Park Prep, Aspire Schools) Non Profit STEM programs, and Home School organizations and clients. A sample of science CST scores are presented below for the years 2011 and 2012.



PSC 3.0 Dorsey HS – 2012

The following is the background of PSC 3.0 from the lauds website:

The Public School Choice Resolution was adopted by the Los Angeles Unified School District (LAUSD) Board of Education on August 25, 2009 to provide new opportunities for families and communities within LAUSD to improve their local public schools.

The PSC Resolution was designed to improve school performance and increase student achievement through innovative, efficient, and rigorous school plans that increase student achievement at under-performing schools and newly built schools.

LAUSD has had four rounds of schools that have participated in the Public School Choice process with round 4.0 being the last with implementation in the 2013-2014 school year.

Each round consisted of applicant teams developing a school plan, conducting parents, high school students, and community outreach, receiving feedback from the Superintendent’s review panel and an implementation phase.

Since the inception of the Public School Choice Resolution, the PSC process has continuously evolved.

On May 24, 2011, the Board of Education voted to strengthen the parents, high school students, and community engagement process, by shifting from the Advisory Vote, to a capacity and skill building session series for Public School Choice school communities. During the third round/year of Public School Choice (PSC 3.0), these sessions were known as Regional Academies and parents, students and

community members were able to learn about and discuss the elements of a high quality school and provide written feedback to the Superintendent regarding the plans reviewed for their respective schools.

In late August, 2011 the Board of Education voted to amend the Public School Choice (PSC) 3.0 application process for new schools that would result in in-district applicant teams (comprised of current or retired LAUSD employees) applying for new schools first, and if none of the in-district applicants have submitted a high quality plan, **then outside applicants (charter operators and other non-profit groups) would be considered.**

A Memorandum of Understanding (Local School Stabilization and Empowerment Initiative of 2011) between the District and its labor partner, United Teachers of Los Angeles (UTLA) was successfully negotiated and approved to change the PSC process.

For PSC 3.0 I put together a team that tendered a proposal in response to the change in criteria **that** an outside application could apply. The result was the Wallace T. Russell Charter Academy of STEM.

Regrettably the criteria for inclusion in the process was changed at the last moment and the proposal submitted by the Principal “A Stronger Dorsey” was rejected by the superintendent. Our proposal for was the Wallace T. Russell Charter Academy of STEM was neither vetted or considered.

State of STEM – 2011-12

This state of affairs led me to compose this leaflet in the pages that follow titled The State of STEM for African-American Students in the LAUSD.

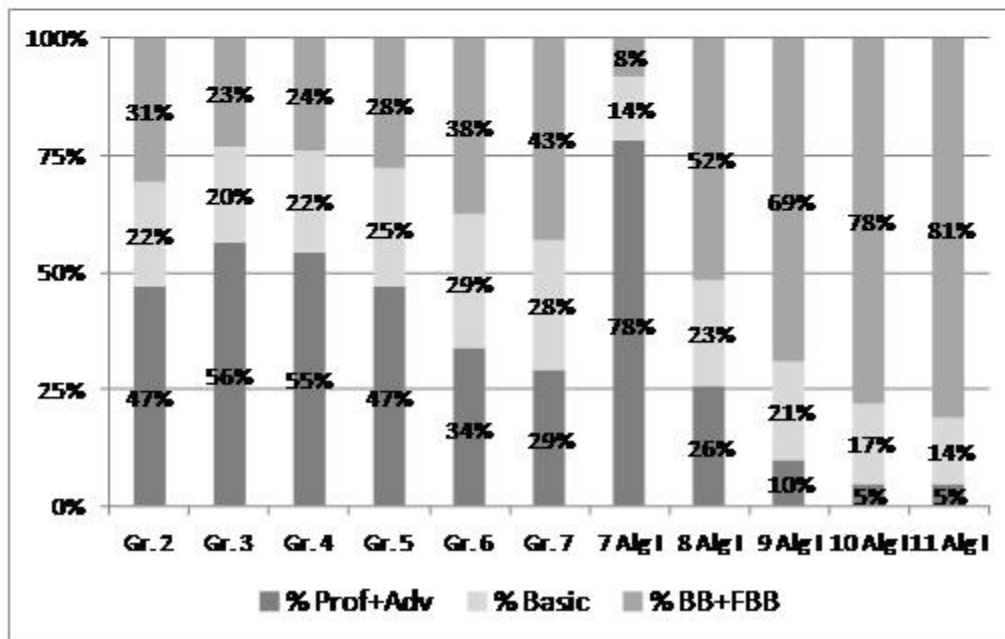
The State of STEM for African-American Students in the LAUSD

Table 1
African-American ELA CST Scores

2012 CST English-Language Arts				
Result Type	Gr. 9	Gr. 10	Gr. 11	Black ELA CST Takers in LAUSD High Schools
Students Tested	4,102	3,419	2,872	10,393
% of Enrollment	8.1%	8.1%	8.2%	8.1%
% Adv. + Prof.	35%	33%	35%	
% Basic	30%	32%	30%	
% BB + FBB	36%	35%	35%	

Table 1 presents the Language Arts performance of Black students on the 2012 California Standards Test (CST). From the chart there were 10,393 Black students tested in English Language Arts 2012

Figure 1
African-American Math CST Scores Grades 2—11



Data compiled by Michael Batie Ph.D. Taken from CST Research Files and 2012 STAR Test Results website <http://star.cde.ca.gov/star2012/index.aspx>

On page 1 Figure 1 displays mathematics on the CST for African American students in grades 2 to 11. Note the decline in proficiency %age starting at grades 3 to 4.

Table 2
2011 CST Scores for all LAUSD African American
High School Students in STEM Classes Grades 9 – 11

CST Algebra I	Gr. 9	Gr. 10	Gr. 11	# Exam Takers	# Prof.+Adv.
Students Tested	2,574	554	187	3,315	294
% Adv. + Prof.	10%	5%	5%		9%
CST Geometry	Gr. 9	Gr. 10	Gr. 11	# Exam Takers	# Prof.+Adv.
Students Tested	786	1,433	610	2,829	235
% Adv. + Prof.	14%	7%	4%		8%
CST Algebra II	Gr. 9	Gr. 10	Gr. 11	# Exam Takers	# Prof.+Adv.
Students Tested	353	1,020	1,099	2,472	216
% Adv. + Prof.	20%	11%	3%		9%
CST Summ. HS Math	Gr. 9	Gr. 10	Gr. 11	# Exam Takers	# Prof.+Adv.
Students Tested	9	66	562	637	110
% Adv. + Prof.	*	22%	17%		17%
CST Physics	Gr. 9	Gr. 10	Gr. 11	# Exam Takers	# Prof.+Adv.
Students Tested	34	35	425	494	100
% Adv. + Prof.	18%	14%	21%		20%
				Tot # Exam Takers	Tot. # Prof.+Adv.
				9,747	955
				% Prof or Adv.	9.8%

Table 2 above displays Black student performance on the 2012 California Standards Test (CST) for STEM subjects. Note that for Summative Math and Physics only a very small percentage of Black students attempt these courses.

Table 3
2012 CST Scores in STEM Subjects for
Black Students Attending Animo High School

Zip-code	School	Grade	Subject	#AA Prof+Adv	# AA Tested	%AA Prof+Adv
90002	Animo Charter High No. 1	13	Algebra I	5	23	22%
90047	Animo Charter Middle No. 3	13	Algebra I	4	57	7%
90015	Animo Charter Middle No. 4	13	Algebra I	5	70	7%
90061	Animo Locke High #1	13	Algebra II	2	14	14%
90061	Animo Locke High #1	13	Chemistry	2	14	14%
90061	Animo Locke High #2	13	Algebra I	3	41	8%
90061	Animo Locke High #2	13	Algebra II	1	69	1%
90061	Animo Locke High #2	13	Chemistry	2	70	3%
90061	Animo Locke High #2	13	Physics	0	39	0%
90059	Animo Locke Technology High	13	Algebra I	3	26	12%
90059	Animo Locke Technology High	13	Algebra II	1	38	3%
90059	Animo Locke Technology High	13	Chemistry	0	33	0%
90059	Animo Locke Technology High	13	Physics	3	32	9%
90047	Animo South Los Angeles Chart	13	Algebra I	18	97	19%
90047	Animo South Los Angeles Chart	13	Algebra II	1	49	2%
90047	Animo South Los Angeles Chart	13	Physics	4	48	8%
90015	Animo Venice Charter High	13	Chemistry	5	12	42%
90015	Animo Venice Charter High	13	Geometry	1	12	8%
90061	Animo Watts Charter High	13	Algebra I	6	33	18%
90061	Animo Watts Charter High	13	Algebra II	2	38	5%
90061	Animo Watts Charter High	13	Physics	3	73	4%

Total proficient Black students in STEM coursework at Animo Schools73

%age of Black Students Proficient or Advanced in STEM coursework at Animo8%
Total Black students with scores in Animo Schools902

This data reflects the Black students attending Animo Charter Schools. All schools and all subjects are not shown because scores are available only when more than 10 students are tested. Of Note: (1) Only one Animo school offers geometry (2) Proficient and Advanced students in all cases except Animo South number less than 7 per subject. (3) There were 15 Black students testing Proficient and Advanced in Chemistry and Physics classes combined. Grade 13 represents the End of Course data. This is the total for all grades. The data presented is available at <http://star.cde.ca.gov/star2012/>

Table 4
Top 16 High Schools with African American by Student Populations

School	Subj.	# AA Tested	#AA Prof+Adv	%AA Prof+Adv	Total #AA Enrolled in the School	% AA Enrolled	Cumulative % of all Black HS 9-11th Graders	Cum.
WESM Health/Sports Medicine	Alg. 1	263	11	4%	679	72.3%	7%	679
King/Drew Medical Magnet High	Alg. 1	148	33	22%	656	53.3%	13%	1335
Crenshaw HS	Alg. 1	187	2	1%	648	65.4%	19%	1983
George Washington Prep	Alg. 1	169	8	5%	619	53.3%	25%	2602
Alexander Hamilton HS	Alg. 1	176	5	3%	551	24.5%	30%	3153
Susan Miller Dorsey HS	Alg. 1	122	5	4%	493	50.1%	35%	3646
Nathaniel Narbonne HS	Alg. 1	102	22	22%	413	16.7%	39%	4059
Manual Arts HS	Alg. 1	107	3	3%	360	16.8%	43%	4419
Palisades Charter Hi Alt	Alg. 1	86	19	22%	327	15.4%	46%	4746
Gardena HS	Alg. 1	72	1	1%	300	22.5%	49%	5046
University HS	Alg. 1	72	10	14%	284	20.3%	51%	5330
Carson HS	Alg. 1	67	3	5%	271	13.5%	54%	5601
Fairfax HS	Alg. 1	103	12	12%	260	15.8%	56%	5861
John C. Fremont HS	Alg. 1	92	6	7%	236	10.1%	59%	6097
William Howard Taft HS	Alg. 1	83	5	6%	215	11.7%	61%	6312
Los Angeles Center for Enrich	Alg. 1	30	7	23%	174	12.6%	62%	6486
		1879	153	8.1%	6486			

Table 4 displays the student population by schools with significant numbers of Black students. From the above table the sixteen schools listed represent 62% of all Black students in the LAUSD grades 9-11. The first six schools in the list account for approximately one-third of Black student grades 9-11. There are 60 comprehensive high schools in the LAUSD.

The Science Technology Engineering and Mathematics Education Research Collaborative LLC was created to provide a forum for systematic study and joint action to resolve pressing problems in the areas of science, math, and technology (STEM) education and research.

It is designed to serve as an education, research, and training center by enlisting a wide range of community based organizations, professional researchers, consultants, businesses and professional organizations.

Close cooperation with professional technical organizations and constituencies is a central feature of the STEMERC's commitment to performing relevant, high-quality research, consulting, and information dissemination. The STEMERC's agenda creates an appropriate balance between business, research, school, community, and student learning. STEMERC

Provides:

Consulting Services

- Evaluation of schools and programs
- Program design and proposal writing
- Data management
- Quantitative and qualitative data analysis
- Performance and authentic assessment
- Report writing

Examples of Funded Projects and Evaluations

- Evaluation of Charter Schools (contracts)
- IMSS Science Project (NSF)
- Program Evaluation and Research Collaborative (CSULA)
- Cal Poly ADVANCE Project

Focus Areas

- School reform
- Math/Science Enrichment
- Project Support
- Charter schools
- Science & Math education
- Technology

The Present & Future

STEM⁵⁴ (<http://www.stem54.com>)

A neighborhood Math, Science and Engineering resource center designed to engage and enhance student's math and science skills. Students explore and create hands-on projects that are technical, utilitarian, and aesthetic in nature. Students build practical construction and design projects. They will also be exposed to the use of simple tools and measurement instrumentation. Tutoring in math and science disciplines is available for grades K through 11.

The STEM PARENTS NETWORK (<http://www.stemparentsnetwork.com>)

The SPN is a platform that connects active STEM parents, students in grade K-12 with each other and teachers, tutors, mentors and STEM professionals across the nation for networking, training and access to digital resource tools. Parents inspire and help one another when they are connected. The current fragmentation of organized silos limits the growth and scale of a national parental community specifically for STEM.

The SPN addresses the problem of disconnected parental networks by providing them with a convenient connected community that serves them and their children needs. This community will first receive training through our "Empowered Math Parent Program" and our Hands-On Science Program designed specifically for parents. These programs must be completed before free membership to the network is granted.

Members of the STEM Parent Network will share, discover and collaborate on projects, assignments, tutoring and mentoring with STEM Professionals to support parent involvement with their child's education process. Our organization is committed to closing the mathematics achievement gap for children of color. There is a special emphasis on the lowest performing subgroup in the LAUSD.

The Black Zero Index (<http://www.thebzi.com/>)

The BZI was created to provide a comprehensive presentation that brings awareness to all concerned parties regarding the crisis in the Los Angeles Unified School District with respect to Black Students' mathematics achievement using existing online statistics and data. The major finding was that the mathematics achievement gap for Black students is alarmingly wide. Much needs to be done to meaningfully address the state of math education for Black students across the city, county, state and nation.

The BZI as its name implies is meant to be used as a reference and historic guide to the math achievement for Black students from 2003 to 2018. As such it should be read as a catalog or, as a type of telephone book where one may browse the listings and to find schools' level of Black student mathematics achievement. Schools are arranged alphabetically for convenience so someone wanting information regarding a school may simply browse the content for their school(s) of interest.