

**TAB 20**



# Extera Public Schools #2

*Strategic Partnership with Green Dot Public Schools*



**extera**  
public schools

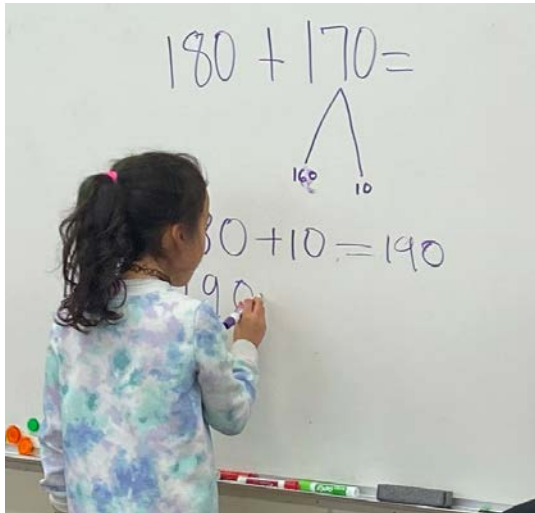
Green Dot  
Public





extera  
public schools

Green Dot  
Public schools





## Serving Extera Families

- **Extera Public Schools #2 (EPS2) would become a member school of Green Dot Public Schools (Green Dot) including:**
  - Governance (Green Dot Board of Directors);
  - Instructional oversight;
  - Fiscal management;
  - Operational support.
- **EPS2 will retain its core elementary programming.**
- **Extera Public Schools will close its other elementary school and middle school, and discontinue operating as a district after the 2025-26 year.**





# Why Green Dot?

- **Green Dot has served LA County over the last 26 years with stellar student outcomes:**
  - 18 schools with 14 schools authorized by LAUSD.
  - Nearby Green Dot middle school *Ánimo Ellen Ochoa* named a 2026 CA Distinguished School and 2025 CA School to Watch.
- **Significant Considerations and Factors:**
  - Excellent instruction and outcomes for students.
  - Shared values and commitment to serving diverse populations of students and families.
  - Many Extera families have chosen *Ánimo Ellen Ochoa* for over the last ten years.
  - Already a trusted academic partner in East LA.





# Benefits for Students and Families

- **Academic Programming:**

- Increased student extracurricular opportunities and support services.
- Continuity of Extera's exceptional elementary programming, including teachers, staff, and Principal's leadership.
- Strong academic outcomes and central management following EPS2's recent five-year charter renewal.
- Pathway from EPS2 to middle school and college prep high school (Ánimo Ellen Ochoa CMS & Oscar De La Hoya Ánimo CHS).
  - All schools renewed for five-year term in 2025-26.

- **Fiscal & Operations:**

- Access to a private, stable facility.
- A stronger financial foundation to provide long-term financial sustainability and assurances for families.



# Private Facility

## Release 3 Prop. 39 Sites back to the District:

- Breed Street Elementary School
- Eastman Ave Elementary School
- Second Street Elementary School

*EPS2 will relocate to Ánimo Elen Ochoa's campus starting in the 2026-27 school year.*



# Thank You!



TAB 21



Today's Fresh Start Charter School Presentation 2026



## TODAY'S FRESH START CHARTER SCHOOL

Board of Directors: Errol Malcolm/President,

Board Members: Pauline Miller/Parent, Judy Mayes/Consultant/Health Industry,

Dr. Johnny Young/M.A. & Ph.D.

Jeanette Grattan Parker, Ph.D., Superintendent/Founder

website: [www.todaysfreshstart.org](http://www.todaysfreshstart.org) email: [info@todaysfreshstart.org](mailto:info@todaysfreshstart.org)

Phone Number (323)293-9826

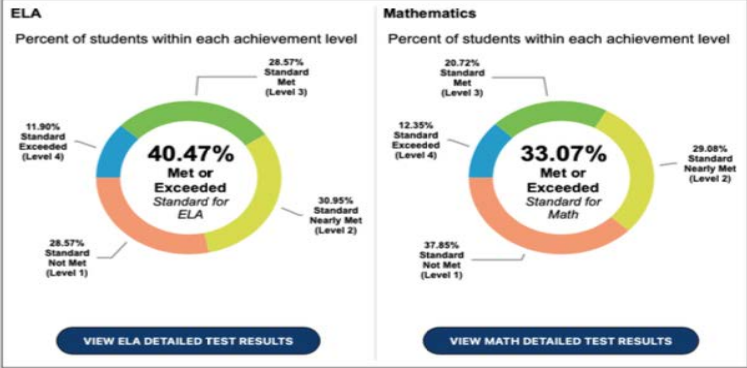


Today's Fresh Start Charter School (TFSCS), founded by Superintendent Dr. Jeanette Parker, is a TK-8th grade charter school within the Compton School District. TFSCS is dedicated to educating at-risk students, with a focus on individualized instruction to foster academic, social, and emotional growth, with strong parental involvement. The school integrates the Depth of Knowledge teaching philosophy and uses McGraw Hill curriculum in English Language Arts, mathematics, science, and social studies. This rigorous curriculum promotes critical thinking and supports college and career readiness. The school's mission is to improve student progress through personalized teaching.

# Presentation overview



- SBAC ELA
- SBAC Math
- English Learner Progress
- Chronic Absenteeism
- Local Schools Comparison
- District Schools Comparison



#### LEARN MORE

### English Language Arts

All Students | State

Yellow

23.1 points below standard

Increased 6.8 Points Ⓞ

**EQUITY REPORT**  
Number of Student Groups in Each Color

|     |        |        |       |      |
|-----|--------|--------|-------|------|
| 0   | 0      | 5      | 0     | 0    |
| Red | Orange | Yellow | Green | Blue |

[View More Details →](#)

#### LEARN MORE

### Mathematics

All Students | State

Yellow

49.3 points below standard

Increased 9.6 Points Ⓞ

**EQUITY REPORT**  
Number of Student Groups in Each Color

|     |        |        |       |      |
|-----|--------|--------|-------|------|
| 0   | 3      | 2      | 0     | 0    |
| Red | Orange | Yellow | Green | Blue |

[View More Details →](#)

#### LEARN MORE

### English Learner Progress

All Students | State

Blue

66.7% making progress

Increased 25.6% Ⓞ

**LONG-TERM ENGLISH LEARNER PROGRESS**

|     |        |        |       |      |
|-----|--------|--------|-------|------|
| 0   | 0      | 0      | 0     | 0    |
| Red | Orange | Yellow | Green | Blue |

[View More Details →](#)

## SCHOOL PERFORMANCE OVERVIEW

# Today's Fresh Start-Compton

Explore the performance of Today's Fresh Start-Compton under California's Accountability System.

[Generate PDF Report](#)

[View Additional Reports](#)

2025

Chronic Absenteeism

Yellow

Suspension Rate

Blue

English Learner Progress

Blue

English Language Arts

Yellow

Mathematics

Yellow

Basics: Teachers, Instructional Materials, Facilities

**STANDARD MET**

Implementation of Academic Standards

**STANDARD MET**

Parent and Family Engagement

**STANDARD MET**

Local Climate Survey

**STANDARD MET**

Access to a Broad Course of Study

**STANDARD MET**

## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

#### Science

Blue

[LEARN MORE](#)

#### Teacher Assignments

95.8% Clear

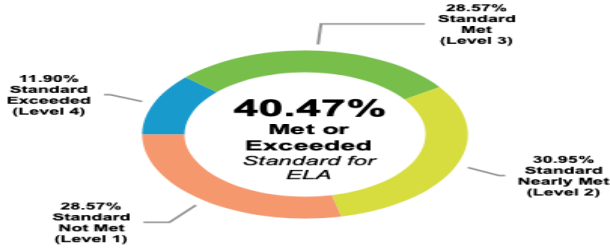
Above the State Average

[View More Details →](#)



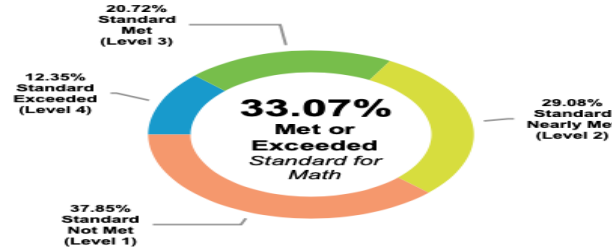
## ELA

Percent of students within each achievement level



## Mathematics

Percent of students within each achievement level



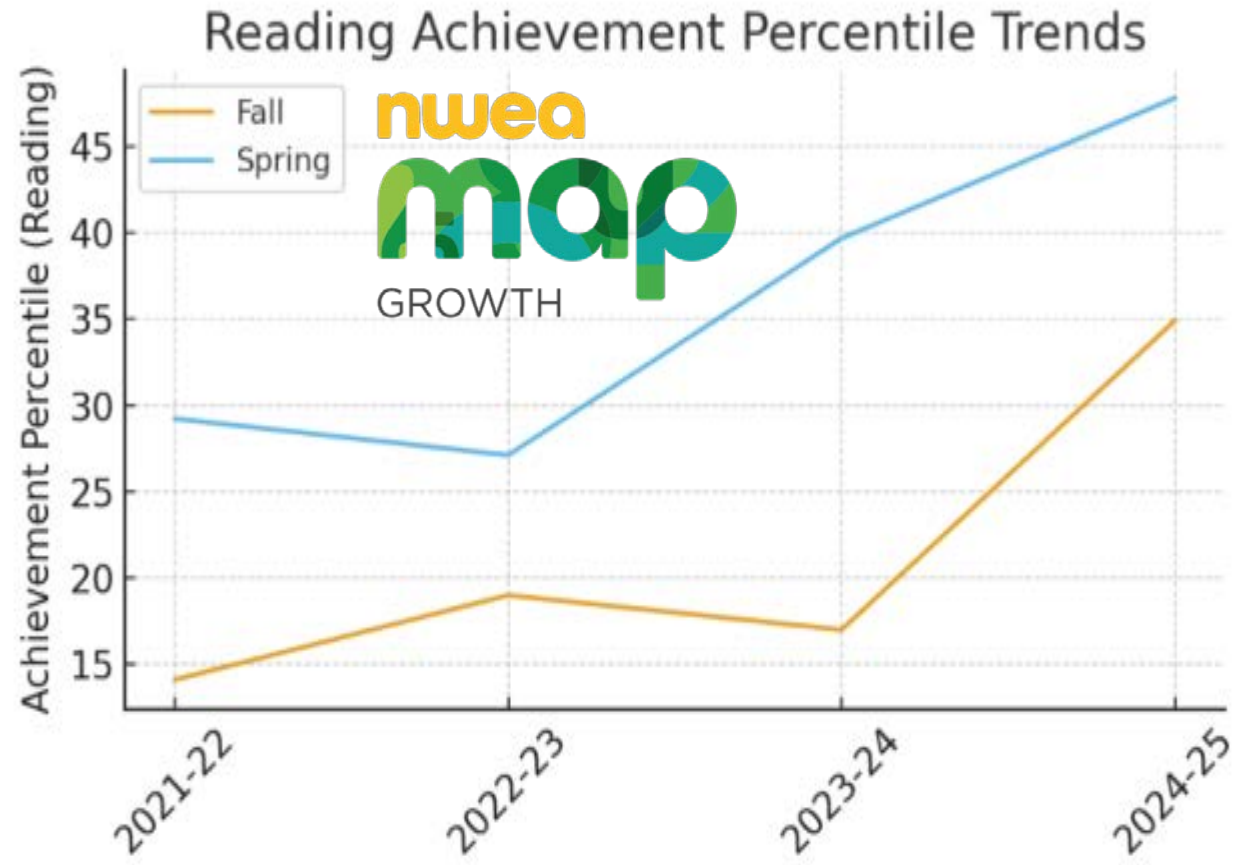
LCAP Goal # 1: Propose to pursue increased student achievement in all Core Academic areas and to align student learning to state-adopted standards supported by appropriately prepared teachers, materials, instruction, and technology in a safe and well maintained environment to promote exemplary teaching and learning.

## English Language Arts (ELA)

Over the past three years, *Today's Fresh Start Charter School – Compton* has demonstrated consistent growth in English Language Arts (ELA) proficiency, rising from **36.27% in 2023** to **40.47% in 2025**. This steady increase of **4.2 percentage points** reflects sustained improvement in literacy instruction and intervention. The upward trend suggests that the school's targeted reading and writing initiatives, such as differentiated guided reading, small-group instruction, and close monitoring of student data, are effectively supporting student learning. Despite pandemic-related learning gaps that persisted into 2023, the school's gradual recovery trajectory in 2024 and 2025 indicates stronger instructional alignment to the California Common Core Standards and improved teacher capacity in evidence-based literacy practices. The consistent annual growth also points to enhanced student engagement and comprehension outcomes across all grade levels.



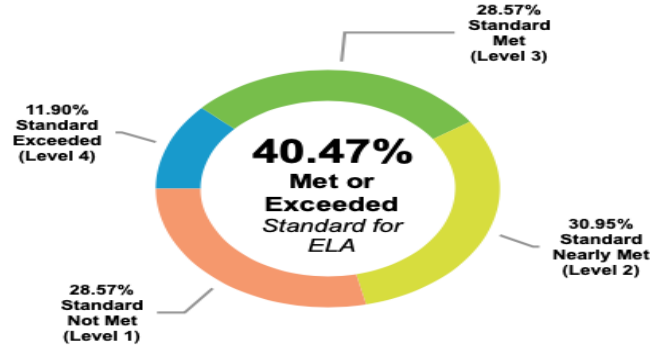
## Clippers- Read to Achieve Awards





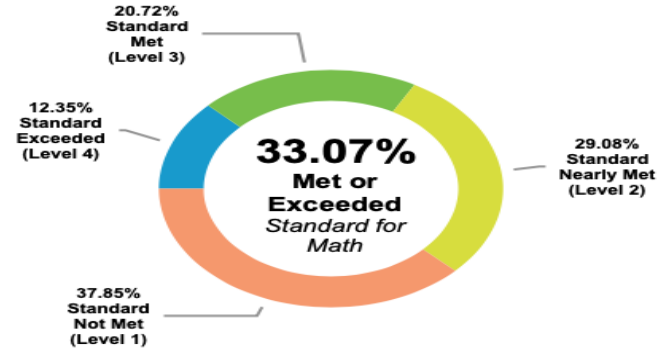
## ELA

Percent of students within each achievement level



## Mathematics

Percent of students within each achievement level

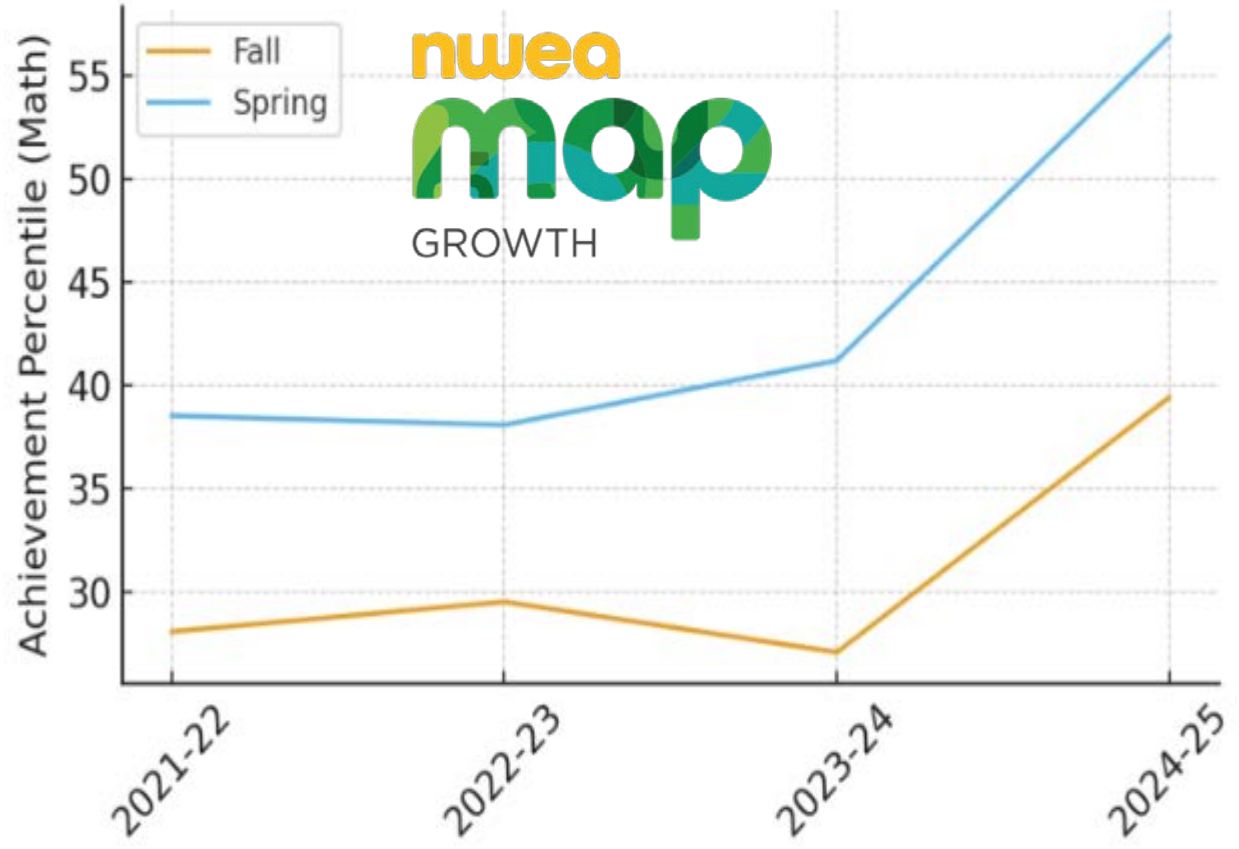


## Mathematics

The school's most dramatic improvement has been in mathematics proficiency, which surged from **18.89% in 2023** to **33.07% in 2025**, a remarkable **14.18-point increase**, representing a **75% relative growth** over three years. This upward trajectory demonstrates the effectiveness of a strategic, schoolwide focus on numeracy, problem-solving, and conceptual understanding. The sharp increase between 2023 and 2024 suggests the successful adoption of a new math curriculum or intervention model emphasizing hands-on learning and scaffolded instruction. Continued gains through 2025 highlight the impact of consistent teacher training, formative assessment use, and structured math interventions. These results indicate that more students are meeting or exceeding grade-level standards, reflecting a deepening understanding of core mathematical concepts and a stronger foundation for higher-level reasoning.



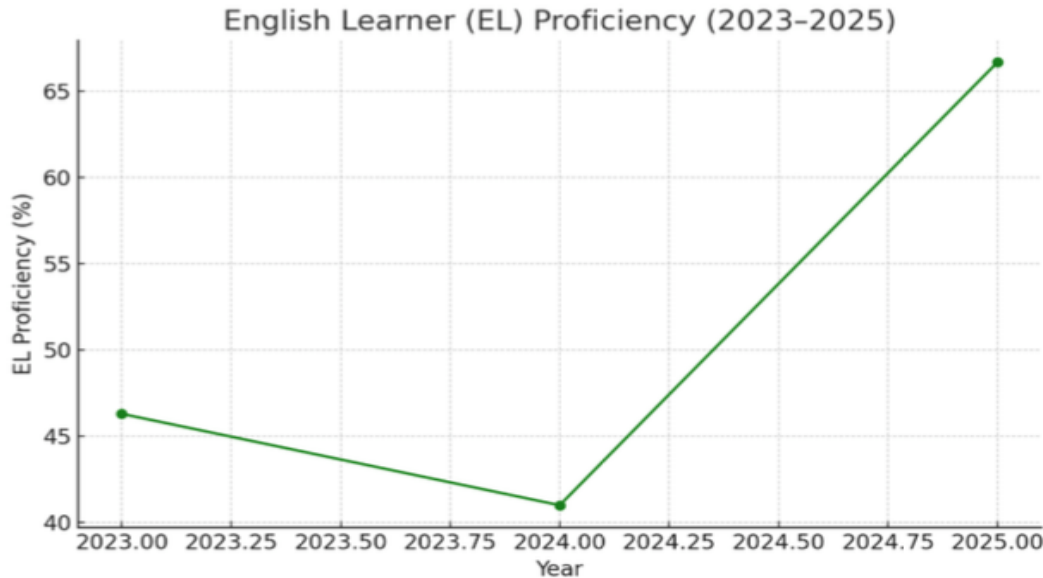
## Math Achievement Percentile Trends



## English Learner (EL) Progress

English Learner progress at *Today's Fresh Start Charter School – Compton* shows significant overall growth, despite a temporary dip in 2024. However, by 2025, proficiency surged to **66.7%**, representing a **25.7-point increase in one year** and an overall **20.4-point gain** since 2023.

This remarkable rebound demonstrates the success of enhanced English Language Development (ELD) practices, including more intentional integration of language objectives across content areas, use of academic discourse routines, and consistent monitoring of EL progress through data-driven interventions. The strong results in 2025 reflect the staff's commitment to equity and language access, ensuring English Learners not only acquire proficiency but also achieve at comparable academic levels to their peers.



LCAP Goal # 2 : Seek to ensure that all students, including English Learners (ELs) and other identified sub-groups; African Americans, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities, demonstrate academic growth and proficiency. This will be measured using the English Learner Progress Indicator (ELPI) and other relevant assessments such as the CAASPP, NWEA and ELPAC. The goal is for every student to exit each grade meeting or exceeding academic standards.





**Smarter Balanced Assessment English Language Arts 2018-2025  
Percent "Meet/Exceeded Standard"**

| Group                                   | 2018   | 2019   | 2022   | 2023   | 2024   | 2025   |
|-----------------------------------------|--------|--------|--------|--------|--------|--------|
| Schoolwide                              | 45.69% | 48.47% | 36.02% | 36.27% | 38.79% | 40.47% |
| English Learners ("EL")                 | 31.31% | 13.64% | 8.11%  | 10.34% | 10%    | 20%    |
| Students with Disabilities              | 13.37% | 14.29% | 7.69%  | 16.37% | 12.28% | 24.49% |
| Socioeconomically Disadvantaged ("SED") | 45.01% | 47.75% | 36.04% | 36.49% | 38.06% | 40.85% |

*Dashboard English Language Arts Indicator*

| <b>Dashboard English/Language Arts Indicator 2018-2025*</b> |                                       |              |                              |              |              |              |
|-------------------------------------------------------------|---------------------------------------|--------------|------------------------------|--------------|--------------|--------------|
|                                                             | 2018                                  | 2019         | 2022                         | 2023         | 2024         | 2025         |
| <b>TFSCS</b>                                                | <b>-10.7</b>                          | <b>-8</b>    | <b>-38.5<br/>"Low"</b>       | <b>-36</b>   | <b>-29.9</b> | <b>-23.1</b> |
| African American                                            | <b>-18</b>                            | <b>-9.6</b>  | <b>-54.8<br/>"Low"</b>       | <b>-49.3</b> | <b>-35.5</b> | <b>-31</b>   |
| Hispanic                                                    | <b>-1.5</b>                           | <b>10.8</b>  | <b>-15.3<br/>"Low"</b>       | <b>-18.6</b> | <b>-24</b>   | <b>-19.2</b> |
| Socioeconomically Disadvantaged                             | <b>-11.7</b>                          | <b>-2.9</b>  | <b>-37.2<br/>"Low"</b>       | <b>-36.4</b> | <b>-30.5</b> | <b>-22.7</b> |
| English Learners                                            | <b>-13.3</b>                          | <b>2.9</b>   | <b>-21<br/>"Low"</b>         | <b>-8.6</b>  | <b>-53.1</b> | <b>-42.7</b> |
| Students with Disabilities                                  | <b>-67.7<br/>No performance color</b> | <b>-62.5</b> | <b>-106.1<br/>"Very Low"</b> | <b>-99.8</b> | <b>-97.6</b> | <b>-69.8</b> |
| <b>CUSD</b>                                                 | <b>-42.6</b>                          | <b>-31.6</b> | <b>-34.1<br/>"Low"</b>       | <b>-26</b>   | <b>-19.5</b> | <b>-1.1</b>  |
| <b>State</b>                                                | <b>-6</b>                             | <b>-2.5</b>  | <b>-12.2<br/>"Low"</b>       | <b>-13.6</b> | <b>-13.2</b> | <b>-8.1</b>  |

Source: California Department of Education, California School Dashboard. *English/Language Arts Indicator* [2018 – 2025]



**Smarter Balanced Assessment Mathematics 2018-2025  
Percent "Meet/Exceeded Standard"**

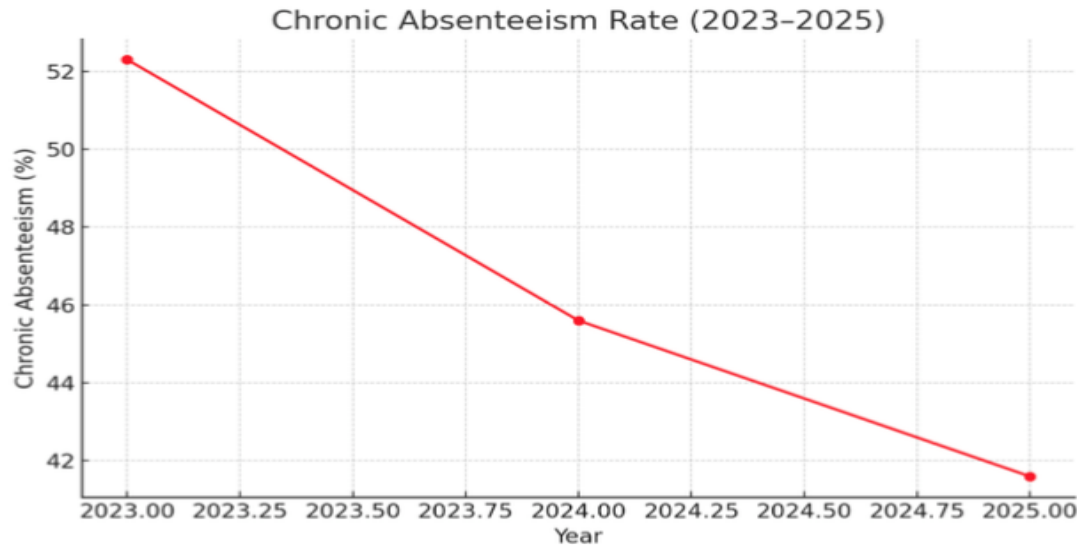
| Group                           | 2018   | 2019   | 2022   | 2023   | 2024   | 2025   |
|---------------------------------|--------|--------|--------|--------|--------|--------|
| Schoolwide                      | 36.04% | 40.77% | 18.43% | 18.89% | 28.12% | 33.07% |
| English Learners                | 30.3%  | 11.36% | 8.11%  | 3.45%  | 16.66% | 16.66% |
| Students with Disabilities      | 6.67%  | 8.57%  | 1.54%  | 3.64%  | 7.01%  | 16.67% |
| Socioeconomically Disadvantaged | 35.62% | 39.46% | 18.87% | 18.85% | 27.71% | 33.76% |

**Dashboard Mathematics Indicator 2018-2025\***

|                                 | 2018                          | 2019                          | 2022                 | 2023   | 2024   | 2025   |
|---------------------------------|-------------------------------|-------------------------------|----------------------|--------|--------|--------|
| TFSCS                           | -33.3                         | -23.1                         | -81.4<br>"Low"       | -77.6  | -58.9  | -49.3  |
| African American                | -43.5                         | -32.5                         | -95.6<br>"Very Low"  | -91.4  | -80.3  | -67.3  |
| Hispanic                        | -20                           | -11.2                         | -61.4<br>"Low"       | -59.6  | -34.3  | -33.2  |
| Socioeconomically Disadvantaged | -33.9                         | -23.6                         | -80.4<br>"Low"       | -77.8  | -61    | -49.4  |
| English Learners                | -23.2                         | -14.3                         | -62.1<br>"Low"       | -62.1  | -53.5  | -54.4  |
| Students with Disabilities      | 108.9<br>no performance color | -94.1<br>no performance color | -156.2<br>"Very Low" | -151.6 | -138.8 | -104.1 |
| CUSD                            | -72.4                         | -56.9                         | -71.5<br>"Low"       | -56.5  | -46.9  | -32.7  |
| State                           | -36.4                         | -33.5                         | -51.7<br>"Low"       | -49.1  | -47.6  | -42.4  |

## Chronic Absenteeism

Chronic absenteeism has declined substantially over the past three years, improving from a high of **52.3% in 2023** to **41.6% in 2025**, a **10.7-point decrease**, equating to roughly a **20% improvement in attendance rates**. This downward trend highlights the school's successful efforts to strengthen student engagement, rebuild post-pandemic attendance habits, and increase family communication. Through proactive attendance initiatives, personalized outreach, and incentive-based attendance programs, the school has created a culture that values daily participation and academic consistency. The reduction in absenteeism directly correlates with the rise in academic performance across subjects, underscoring the positive relationship between consistent attendance and student achievement. Continued focus on attendance intervention and community partnerships will be key to maintaining this progress and ensuring that every student remains connected and present for learning.



**LCAP Goal #3 : Propose to pursue that the school environment, programs, and activities encourage the participation of all families in all aspects of the school and students are engaged in rigorous learning in a positive, calm, caring, and respectful learning environment.**

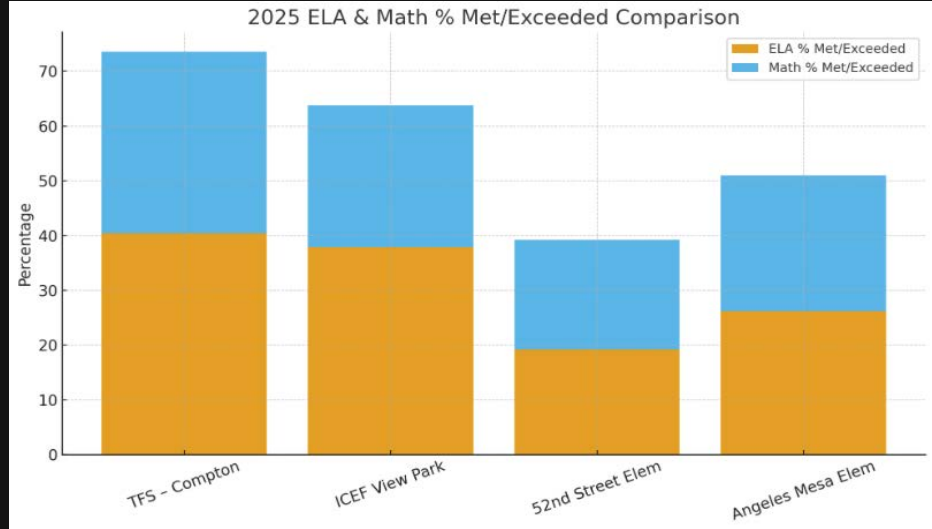




## Positive Behavioral Interventions & Support (PBIS) Recognition Awards

## Summary Table of Schools & Performance

| School (District)                    | 2025 ELA % Met/Exceeded | 2025 Math % Met/Exceeded |
|--------------------------------------|-------------------------|--------------------------|
| Today's Fresh Start – Compton (CUSD) | 40.47%                  | 33.07%                   |
| ICEF View Park (LAUSD / ICEF)        | 37.91%                  | 25.82%                   |
| 52nd Street Elementary (LAUSD)       | 19.17%                  | 20.06%                   |
| Angeles Mesa Elementary (LAUSD)      | 26.22%                  | 24.76%                   |



In 2025, **Today's Fresh Start Charter School (TFS)** demonstrated strong academic performance on the CAASPP, outperforming several neighboring schools in both English Language Arts (ELA) and Mathematics. TFS achieved **40.47% of students meeting or exceeding standards in ELA** and **33.07% in Math**, placing it ahead of ICEF View Park (37.91% ELA, 25.82% Math), Angeles Mesa Elementary (26.22% ELA, 24.76% Math), and 52nd Street Elementary (19.17% ELA, 20.06% Math). This performance establishes TFS as a regional leader, with particularly notable strength in Math, where its proficiency rate exceeds the next highest school by over seven percentage points.

School: Today's Fresh Start-Compton

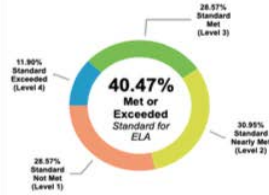
CDS Code: 19-73437-0132845 | County: Los Angeles | District: Today's Fresh Start-Compton

Report Options

Year: 2024-25 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

ELA

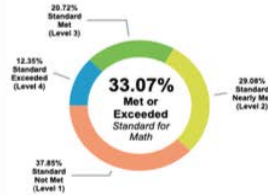
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

School: Roosevelt Elementary

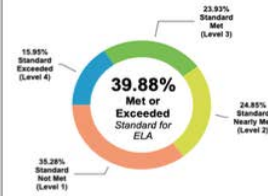
CDS Code: 19-73437-6012389 | County: Los Angeles | District: Compton Unified

Report Options

Year: 2024-25 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

ELA

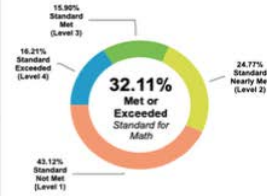
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)



School: Carver Elementary

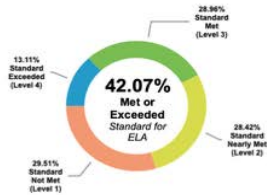
CDS Code: 19-73437-6023758 | County: Los Angeles | District: Compton Unified

Report Options

Year: 2024-25 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

ELA

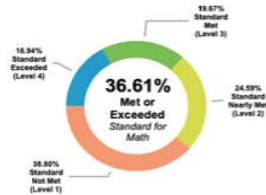
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



[VIEW MATH DETAILED TEST RESULTS](#)

School: Longfellow Elementary

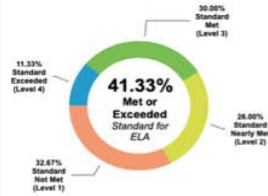
CDS Code: 19-73437-6012348 | County: Los Angeles | District: Compton Unified

Report Options

Year: 2024-25 | Grade: All Grades | Student Group: All Students (Default) | School Type: All Schools

ELA

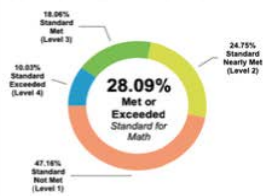
Percent of students within each achievement level



[VIEW ELA DETAILED TEST RESULTS](#)

Mathematics

Percent of students within each achievement level



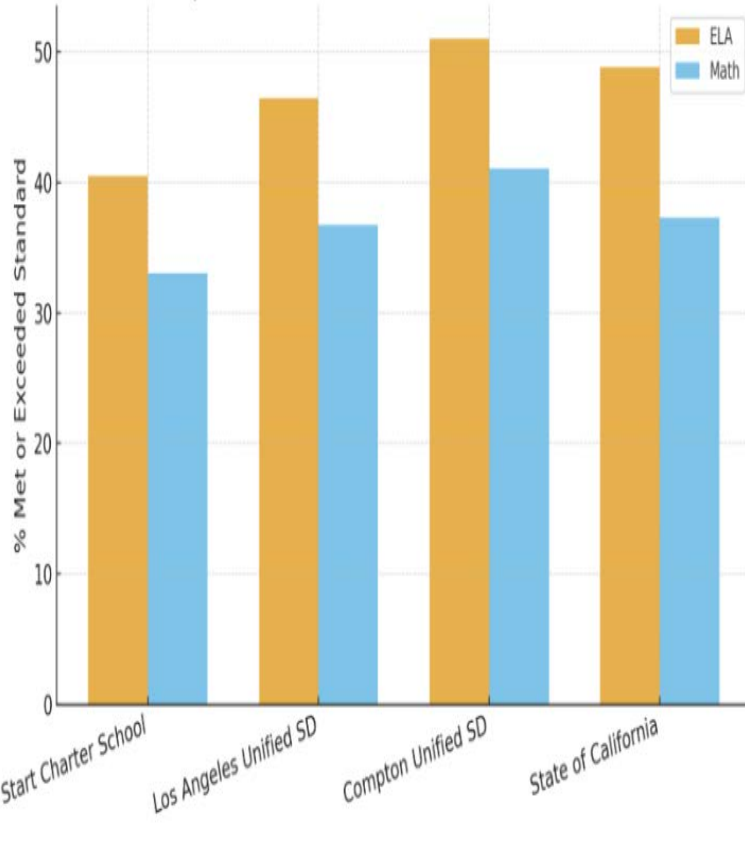
[VIEW MATH DETAILED TEST RESULTS](#)



The following analysis presents a comparative overview of the 2025 statewide testing data (CAASPP) in English Language Arts (ELA) and Mathematics for **Today's Fresh Start Charter School, Los Angeles Unified School District (LAUSD), Compton Unified School District (CUSD),** and the **State of California**. This multi-level comparison provides a clear picture of how Today's Fresh Start students perform relative to broader educational systems. By examining achievement trends across these entities, the analysis highlights areas of academic strength, identifies performance gaps, and explores contextual factors influencing student outcomes.

In 2025, Today's Fresh Start students achieved **approximately 40.48% proficiency in ELA** and **33.07% in Math**, showing steady improvement from post-pandemic lows in 2021. These results reflect ongoing instructional growth, aligning with the broader academic momentum within the Compton Unified community. As reported by the *Los Angeles Times* (Feb. 11, 2025), "*Compton Unified ... has proved to be a standout exception to overall poor math and reading test scores,*" with student achievement now "*matching the state average in math and standing about one-third of a grade level below the state average in reading.*" This district-wide progress provides a strong instructional framework and system of support under which Today's Fresh Start continues to grow.

Comparison of ELA and Math Performance (CAASPP)

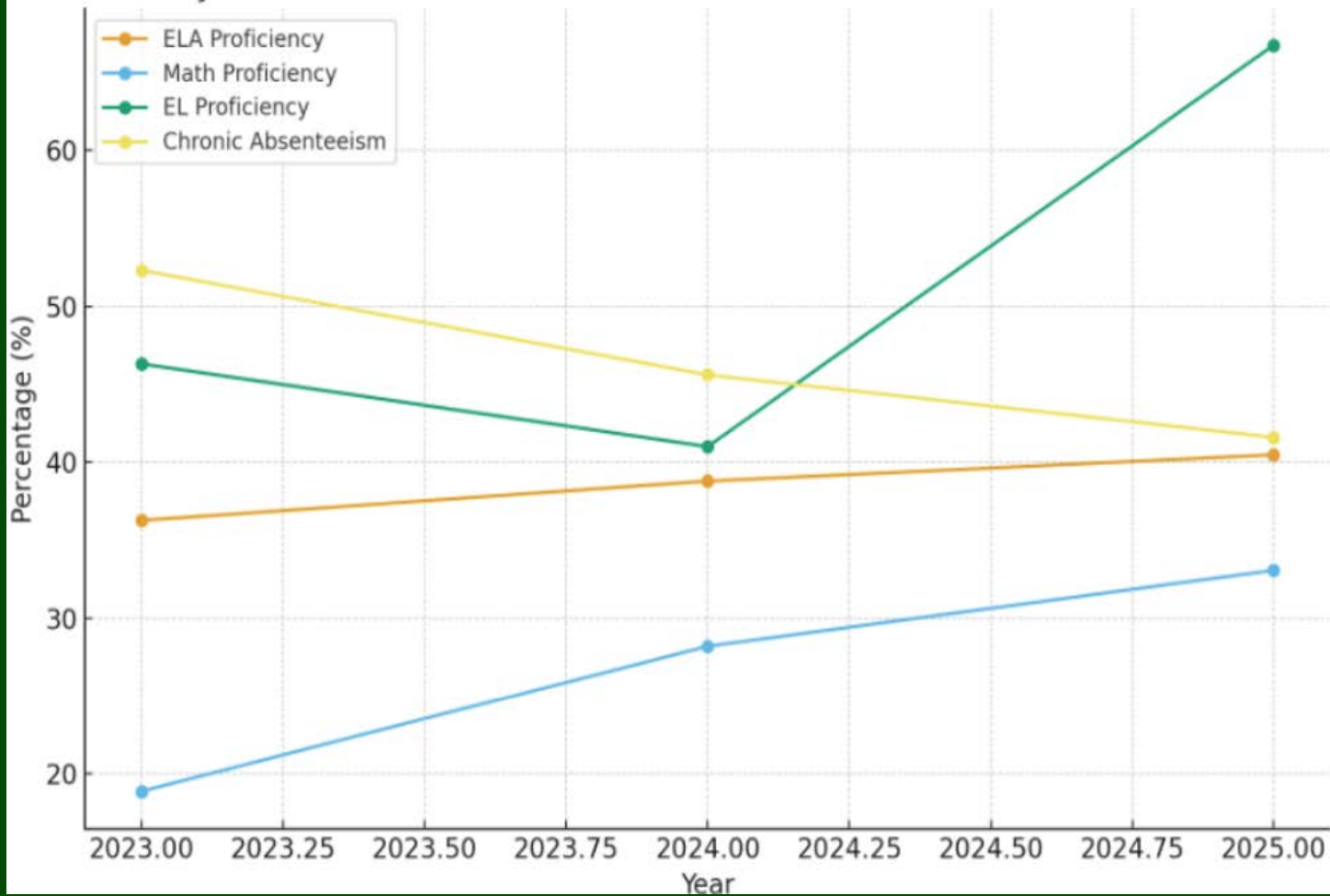


## Summary Table

| Entity                              | ELA % Met/Exceeded                                                         | Math % Met/Exceeded                                                        |
|-------------------------------------|----------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Today's Fresh Start Charter School  | ~ 40.48% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> ) | ~ 33.07% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> ) |
| Los Angeles Unified School District | ~ 46.45% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> ) | ~ 36.76% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> ) |
| Compton Unified School District     | ~ 51.0% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> )  | ~ 41.08% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> ) |
| State of California                 | ~ 48.81% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> ) | ~ 37.30% ( <a href="https://caaspp.edsource.org">caaspp.edsource.org</a> ) |



## Today's Fresh Start Charter School - Multi-Year Performance Overview



# 6 Year WASC Accreditation!





**TFSCS Dance Team**



## TFSCS Culmination Celebration

# Thank you!

