



## Board of Education Report

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**File #:** Rep-085-25/26, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 10/14/2025

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**Approval of the Renewal Petition for *Ánimo Ellen Ochoa Charter Middle* [PUBLIC HEARING]**  
Charter Schools Division

**Brief Description:**

(Approval of the Renewal Petition for *Ánimo Ellen Ochoa Charter Middle*) Recommends approval of the renewal petition for *Ánimo Ellen Ochoa Charter Middle*, located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 540 students in grades 6-8 in each year of the charter term.

**Action Proposed:**

Approve the renewal petition for *Ánimo Ellen Ochoa Charter Middle* (“Charter School”), located in Board District 2 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve to up 540 students in grades 6-8 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

**Background:**

*Ánimo Ellen Ochoa Charter Middle* is a 6-8 school currently serving 280 students on a private facility at 4360 Dozier St., Los Angeles, CA, 90022 in Board District 2 and Region East. *Ánimo Ellen Ochoa Charter Middle* was originally approved by the LAUSD Board of Education on January 4, 2011. On November 24, 2020, the charter school was renewed, with conditions, for a two-year term to serve 540 students in grades 6-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for *Ánimo Ellen Ochoa Charter Middle* expires June 30, 2026.

On July 18, 2025, *Ánimo Ellen Ochoa Charter Middle* submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its independent charter school. The 90-day statutory timeline for Board action on this petition runs through October 16, 2025.

An initial Public Hearing was held on September 16, 2025.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

**Due Diligence:**

Current *Ánimo Ellen Ochoa Charter Middle* governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due

diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

**Expected Outcomes:**

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

**Board Options and Consequences:**

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

“No” - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 085-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education’s adopted written findings of fact for the denial of Charter School renewal petition.

**Policy Implications:**

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

**Budget Impact:**

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school’s fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school’s LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school’s charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School’s fair share contribution to special education will be 10% of the charter school’s AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School’s Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend

their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

**Student Impact:**

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

**Issues and Analysis:**

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

**Attachments:**

- Attachment A - Staff Assessment and Recommendation Report
- Attachment B - Ánimo Ellen Ochoa Charter Middle Data Set
- Attachment C - Ánimo Ellen Ochoa Charter Middle CORE Data
- Attachment D - Desegregation Impact Statement

Budget, Petition, and Verified Data Reports (if applicable) will be available prior to the board meeting at the following link:

<https://drive.google.com/drive/folders/1XjGRdEgGuabQ5DOAUJULdZSS4sMOzWjT?usp=sharing>

**Submitted:**

09/19/25

**RESPECTFULLY SUBMITTED,**

**APPROVED & PRESENTED BY:**

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**ALBERTO M. CARVALHO**  
Superintendent

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**CAROLYN SPAHT GONZALEZ**  
Chief Strategy Officer  
Office of the Chief Strategy Officer

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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**DEVORA NAVERA REED**  
General Counsel

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**JOSÉ COLE-GUTIÉRREZ**  
Senior Executive Director of Strategy  
Office of the Chief Strategy Officer

\_\_\_ **Approved as to form.**

**REVIEWED BY:**

**APPROVED & PRESENTED BY:**

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**KURT JOHN**  
Deputy Chief Financial Officer

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**MARLA WILLMOTT**  
Director  
Charter Schools Division

\_\_\_ **Approved as to budget impact statement.**

**STAFF ASSESSMENT AND RECOMMENDATION REPORT**  
**RENEWAL PETITION**

Board of Education Report 085-25/26  
October 14, 2025

School Name:	Ánimo Ellen Ochoa Charter Middle		<b>BOARD IS REQUIRED TO TAKE ACTION BY:  October 16, 2025</b>
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Green Dot Public Schools		
Location Code:	5182		
Type of Site(s):	Private		
Site Address(es):	4360 Dozier St., Los Angeles, CA 90022		
Board District(s):	2	Region(s):	East
Grade Levels Served:	6-8	Current Enrollment:	280
Grade Levels Authorized in Current Charter:	6-8	Approved Enrollment in Current Charter:	540
<b>CONSIDERATION:</b>	Renewal		
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2025 CLASSIFICATION)	Middle Performing		
<b>STAFF RECOMMENDATION:</b>	Approval for a five (5)-year term (2026-2031)		
<b>PROPOSED BENCHMARKS:</b>	None		

**STAFF ASSESSMENT**

**I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Ánimo Ellen Ochoa Charter Middle (“Ánimo Ellen Ochoa” or “Charter School”), located in Board District 2 and Region East, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 540 students in grades 6-8 in each year of the charter term.

**II. RENEWAL REQUIREMENTS**

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

**Criteria for Charter School Renewal and Grounds for Nonrenewal**

As part of staff’s holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)

**These criteria have been determined not to be bases for denial.**

- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?

**These criteria have been determined not to be bases for denial.**

- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)

**These criteria have been determined not to be bases for denial.**

**Charter Petition Requirement:**

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?

**This requirement has been determined not to be a basis for denial.**

**III. GENERAL SCHOOL INFORMATION**

**A. School History**

	<b>Ánimo Ellen Ochoa Charter Middle</b>
<b>Initial Authorization:</b>	On January 4, 2011, Ánimo Ellen Ochoa Charter Middle (formerly named Ánimo Charter Middle School #1) was authorized by the LAUSD Board of Education to serve 540 students in grades 6-8.
<b>Most Recent Renewal</b>	<p>The charter was renewed on November 24, 2020, with conditions, for a two-year term (July 1, 2021 - June 30, 2023) to serve up to 540 students in grades 6-8.</p> <p>Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Ánimo Ellen Ochoa expires June 30, 2026.</p>

	<b>Ánimo Ellen Ochoa Charter Middle</b>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	Ánimo Ellen Ochoa submitted its renewal petition application on July 18, 2025. The 90-day statutory timeline for Board action on the petition runs through October 16, 2025.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Ánimo Ellen Ochoa implements its own Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	Ánimo Ellen Ochoa participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

**B. Charter School Operator**

Ánimo Ellen Ochoa is operated by Green Dot Public Schools, a California nonprofit public benefit corporation that also operates 13 other LAUSD-authorized charter schools.

**IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE**

a. Summary

Ánimo Ellen Ochoa has been identified by the state as a Middle performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard, and whether there was clear and convincing verified data evidence showing the school demonstrated measurable increases in academic achievement, as defined by at least one year’s progress in each year in school, and/or strong postsecondary outcomes, as applicable.

Overall, Charter School’s Dashboard performance was higher than the state in ELA, , and on the English Learner Progress Indicator (ELPI). Charter School submitted four years of verified data in ELA and Math, which demonstrated one year’s progress for All Students and all numerically significant student groups in both ELA and Math, with a noted participation rate concern in ELA.

Please see the Ánimo Ellen Ochoa data sets and Verified Data Reports.

b. Measurements of Academic Performance on the California School Dashboard

Due to the COVID-19 pandemic, the 2022 Dashboard only displayed one year of data (also known as Status). Status Levels are reported based on the 2021-2022 school year data using one of five Status Levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status Levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and

Very High). Below, the 2023 and 2024 Dashboard Performance Levels (colors) based on two years' data are provided.

### Ánimo Ellen Ochoa Charter Middle Dashboard Indicators

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2021-2022	Low	Very Low	Low	Not Applicable	Very High	Not Applicable	Very Low
2022-2023	Yellow	Yellow	Blue	Not Applicable	Yellow	Not Applicable	Blue
2023-2024	Green	Yellow	Blue	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### c. English Language Arts Indicator

In 2022 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students and lower than the state for all four numerically significant student groups. In 2023 In ELA, the charter school's DFS was lower than the state for All Students and higher than the state for three of four numerically significant student groups. In 2024 in ELA, the charter school's DFS was higher than the state for All Students and higher than the state for all five numerically significant student groups.

#### Animo Ellen Ochoa Charter Middle - English Language Arts Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter ELA (DFS)	State Level	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Low	-47.9	Low	-12.2	Lower
Latino	Met	Low	-48.5	Low	-38.6	Lower
English Learner	Met	Very Low	-92.1	Low	-61.2	Lower
Socioeconomically Disadvantaged	Met	Low	-49.7	Low	-41.4	Lower
Students with Disabilities	Met	Very Low	-114.7	Very Low	-97.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### Animo Ellen Ochoa Charter Middle - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-25.2	22.7	Orange	-13.6	Lower
Latino	Met	Yellow	-25.2	23.3	Orange	-40.2	Higher
English Learner	Met	Yellow	-69.6	22.5	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Yellow	-25.0	24.7	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-94.0	20.7	Red	-96.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Animo Ellen Ochoa Charter Middle - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	-4.4	20.9	Orange	-13.2	Higher
Latino	Met	Green	-5.0	20.2	Orange	-39.3	Higher
English Learner	Met	Yellow	-41.7	27.9	Orange	-67.6	Higher
Long Term English Learner	Met	Yellow	-63.9	35.9	Red	-109.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-5.7	19.3	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-91.7	2.3	Red	-95.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### d. Math Indicator

In 2022 and 2023 in Math, the charter school's DFS was lower than the state for All Students, and lower than the state for all numerically significant student groups. In 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for three of five student groups.

### Animo Ellen Ochoa Charter Middle - Math Indicator - 2021-2022

Student Group	Charter Participation Rate	Charter Level	Charter Math (DFS)	State Level	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Very Low	-117.1	Low	-51.7	Lower
Latino	Met	Very Low	-118.3	Low	-83.4	Lower
English Learner	Met	Very Low	-158.4	Low	-92.0	Lower
Socioeconomically Disadvantaged	Met	Very Low	-117.5	Low	-84.0	Lower
Students with Disabilities	Met	Very Low	-182.2	Very Low	-130.8	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Animo Ellen Ochoa Charter Middle - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-81.9	35.2	Orange	-49.1	Lower
Latino	Met	Yellow	-82.4	35.9	Orange	-80.8	Lower
English Learner	Met	Orange	-128.3	30.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-81.5	36.0	Yellow	-80.8	Lower
Students with Disabilities	Met	Orange	-146.2	36.0	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Animo Ellen Ochoa Charter Middle - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-60.0	22.0	Orange	-47.6	Lower
Latino	Met	Yellow	-60.1	22.3	Orange	-79.2	Higher
English Learner	Met	Orange	-98.4	29.9	Orange	-93.4	Lower
Long Term English Learner	Met	Orange	-127.8	17.0	Red	-163.5	Higher
Socioeconomically Disadvantaged	Met	Yellow	-61.0	20.6	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-133.6	12.6	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

#### e. English Learner Progress Indicator

In 2022 on the English Learner Progress Indicator (ELPI), the charter school's Status Level of Low was lower than the state's Status Level of Medium. The charter school's English Learner Progress Rate was higher than the state's rate. In 2023 on the ELPI, the charter school's performance color of Blue was higher than the state's color of Yellow. The charter school's English Learner Progress Rate was higher than the state's rate. In 2024 on the ELPI, the charter school's English Learner Progress Rate for English Learner and Long-term English Learner student groups was higher than the state's rates.

### Animo Ellen Ochoa Charter Middle - English Learner Progress Indicator - 2021-2022

Student Group	Charter ELPAC Participation Rate	Charter Level	Charter EL Progress Rate	State Level	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Low	69.4%	Medium	50.3%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Animo Ellen Ochoa Charter Middle - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	66.7%	-1.3%	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

### Animo Ellen Ochoa Charter Middle - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	65.6%	-1%	Orange	45.7%	Higher
Long Term English Learner	Met	No Performance Color	73.9%	3.9%	Orange	45.8%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2022 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and for three of four numerically significant student groups, and lower than the state for one numerically significant student group. In 2023 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students, and lower for three of four numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and lower for all numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2022, 2023 and 2024, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023 and 2024.

k. Additional Information

Ánimo Ellen Ochoa's teachers are represented by the Asociación de Maestros Unidos, which is its own bargaining unit, but an affiliate of the California Teachers Association (CTA). Classified staff is represented by Ánimo Classified Employees Association, a CTA affiliate that is the collective bargaining unit of classified school staff.

This charter school was selected for the 2024 California Distinguished Schools Program.

**Charter Renewal:** On November 24, 2020, the Los Angeles Unified School District (LAUSD) Board of Education voted to conditionally approve the charter renewal petition of Ánimo Ellen Ochoa Charter Middle for two (2) years, beginning July 1, 2021, until June 30, 2023. The conditions of approval are specified below:

1. By the time the Charter School submits its renewal petition as noted in #2 below, the Charter School shall no longer be classified as low performing, pursuant to the state's designations. If the Charter School continues to be classified as low performing, it shall be deemed as not meeting the conditions and will be recommended for revocation or non-renewal; and

2. The Charter School must submit its renewal petition after the state has published the California School Dashboard data and performance category for the 2021-2022 school year (currently projected for December 2022). A submission of the renewal petition by the Charter School prior to the latest available state data will constitute a failure to meet the conditions and will be recommended for revocation or non-renewal<sup>1</sup>; and
3. Upon submission of its renewal petition (pursuant to #2 above), the Charter School must present verified data in accordance with applicable law and State Board of Education regulations; and
4. Meet all applicable requirements in law related to charter school renewals.

District staff analyzed the Charter School’s conditions of approval as part of the renewal review process and determined the conditions have been met.

**V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS**

In accordance with Education Code section 47604.32, the District’s Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Ánimo Ellen Ochoa Charter Middle outcomes on its annual oversight evaluation reports for the last two years.

**a. Governance**

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

**b. Student Achievement and Educational Performance**

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

**c. Organizational Management, Programs, and Operations**

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

<sup>1</sup> Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

**VI. VERIFIED DATA**

Charter schools satisfying the Middle performing criteria may be renewed for a specified term. (Ed. Code, § 47607.2 (b)(7).) A chartering authority must consider, among other requirements, clear and convincing evidence, demonstrated by verified data, showing the charter school’s achieved measurable increases in academic achievement, or strong postsecondary outcomes for the timeframe specified in law. (Ed. Code, § 47607.2(b)(3).)

**ELA**

Charter School provided data “MAP Growth by NWEA, Grades K-12” (NWEA) *Student Growth Summary Report* in Reading. NWEA is an adopted academic progress indicator approved by the State Board of Education (SBE) to be on the verified data list. Per NWEA, this assessment only reports data disaggregated by grade levels.

Per Education Code section 47607.2 (c)(2), the State Board of Education established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. The *Student Growth Summary Report* provided by Charter School in Reading does not provide a participation rate on the report, however it does include the total number of “growth events<sup>2</sup>” on the reports. In 2024-2025 Charter School had a norm enrollment of 280 students and the NWEA Reading report indicates that the school had 259. Thus, the 2024-2025 assessment data does not appear to include at least 95% of eligible students.

Per the California SBE’s May 2023 Agenda Item #02, publisher guidance states, “A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject, as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”

**ELA**

**Reading**

Charter School provided data for 2024-2025 (Fall to Spring administration) for Grades 6-8, and for the following student groups<sup>3</sup>: Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities.

The 2024-2025 disaggregated data outcomes are represented in the table below showing overall Grade 6 (Latino, English Learner, Socioeconomically Disadvantaged, and Students with Disabilities), Grade 7 (Latino, English Learner, Socioeconomically Disadvantaged, and Student with Disabilities), and Grade 8 (Latino, Socioeconomically Disadvantaged, and Students with Disabilities) meeting one year’s progress.

<sup>2</sup> Total Number of Growth Events: The number of students with valid growth-based test events for both terms.

<sup>3</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., “Students with Disabilities will be labeled as “Special Education” on the NWEA report).

<b>MAP Growth Reading 2024-2025</b>				
<b>Student Groups</b>	<b>Total Number of Growth Events</b>	<b>Map Growth CGI Range</b>	<b>Reading: Conditional Growth Index (CGI)</b>	<b>One Year's Progress</b>
Grade 6	73	-0.2 to 0.2	1.77	Met
Latino	68	-0.2 to 0.2	1.72	Met
English Learner	14	-0.2 to 0.2	2.54	Met
Socioeconomically Disadvantaged	69	-0.2 to 0.2	1.81	Met
Student with Disabilities	15	-0.2 to 0.2	1.30	Met
Foster Youth	*	-0.2 to 0.2	*	*
Asian	*	-0.2 to 0.2	*	*
Grade 7	78	-0.2 to 0.2	0.47	Met
Latino	69	-0.2 to 0.2	0.50	Met
English Learner	12	-0.2 to 0.2	1.18	Met
Socioeconomically Disadvantaged	75	-0.2 to 0.2	0.44	Met
Student with Disabilities	13	-0.2 to 0.2	-0.27	Not Met
Homeless Youth	*	-0.2 to 0.2	*	*
Asian	*	-0.2 to 0.2	*	*
American Indian or Alaskan Native	*	-0.2 to 0.2	*	*
Black of African American	*	-0.2 to 0.2	*	*
Two or More Races	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*
Grade 8	108	-0.2 to 0.2	0.45	Met
Latino	45	-0.2 to 0.2	0.45	Met
English Learner	*	-0.2 to 0.2	*	*
Socioeconomically Disadvantaged	103	-0.2 to 0.2	0.41	Met
Student with Disabilities	18	-0.2 to 0.2	0.33	Met
Homeless Youth	*	-0.2 to 0.2	*	*
Foster Youth	*	-0.2 to 0.2	*	*
American Indian or Alaskan Native	*	-0.2 to 0.2	*	*
Asian	*	-0.2 to 0.2	*	*
White	*	-0.2 to 0.2	*	*

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School submitted only one year of NWEA reports for verified data consideration.

Charter School also submitted verified data using Reading Inventory for the 2021-2022, 2022-2023, and 2023-2024 school years. Reading Inventory is an adopted academic progress indicator approved by the SBE to be on the verified data list. Based on Reading Inventory's Growth Thresholds range, 50%-100% qualifies as at least one year's progress. Charter School met the one year's progress for All Students and for all four of the school's student groups in Reading Inventory for all three years that data was submitted. In addition, Charter School appears to have met the 95 percent participation rate based on norm enrollment compared to "total students with 2+ assessments" for all three years that Reading Inventory data was submitted.

## **MATH**

Charter School provided data for Math from an "i-Ready K-8 by Curriculum Associates" (i-Ready) *Diagnostic Growth* report for 2021-2022, 2022-2023, 2023-2024, and 2024-2025 ("Final Diagnostic") for All Students and for the following student groups<sup>4</sup>: Students with Disabilities, Socioeconomically Disadvantaged, and English Learner. i-Ready is an adopted academic progress indicator approved by the California SBE to be on the verified data list.

Per Education Code section 47607.2 (c)(2), the SBE established criteria to define verified data. To be eligible for inclusion as verified data, a data source (e.g., assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. Although the i-Ready *Diagnostic Growth* report shows the number of students assessed and the number of students currently enrolled, i-Ready's publisher (Curriculum Associates) has shared that these numbers do not constitute an official participation rate that would reflect which students *should* have been tested, thereby an official participation rate is not provided. The *Diagnostic Growth* report provided by Charter School reported 265 students were assessed in Math and 265 students were enrolled in i-Ready. Thus, based on the information provided by Charter School, the 2024-2025 assessment data appears to include at least 95% of eligible students.

For Math, the i-Ready *Diagnostic Growth* report indicated that the Median Progress to Annual Typical Growth is 144%. Per the California State Board of Education May 2023 Agenda Item #02, publisher guidance states, "Typical Growth marks the annual growth of an average student at a given placement. It provides a comparative or normative view of growth, answering how students are growing relative to comparable peers." Therefore, based on i-Ready's Median Progress to Typical Growth targets<sup>5</sup> to identify schools as having met California Charter School growth expectations, and Curriculum Associates recommendation "that schools that achieve a year's worth of growth, adjusted for error, have exhibited sufficient growth," Charter School met for All Students in Math in 2024-2025.

As seen in the table below, Charter School provided the most recent data for three student groups and all three student groups demonstrated one year's progress based on i-Ready's Median Progress to Typical Growth Targets in 2024-2025.

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<sup>4</sup> Student group names that appear on the report may be different than names on the CA Dashboard (e.g., "Students with Disabilities" will be labeled as "Special Education" on i-Ready report).

<sup>5</sup> i-Ready Median Progress to Typical Growth targets in Math are 80% in Grades K-5 and 60% in Grades 6-8.

<b>i-Ready Diagnostic Growth Math 2024-2025</b>				
<b>Student Groups</b>	<b>Number of Students Tested</b>	<b>i-Ready Growth Target</b>	<b>Math: Progress to Annual Typical Growth (Median)</b>	<b>One Year's Progress</b>
All Students Grade 6-8	265	Grades 6-8: 60%	144%	Met
Students with Disabilities	46	Grades 6-8: 60%	85%	Met
Socioeconomically Disadvantaged	254	Grades 6-8: 60%	150%	Met
English Learner	32	Grades 6-8: 60%	168%	Met
White	*	Grades 6-8: 60%	*	*

Note: An asterisk (\*) indicates that the student group consists of less than 11 students, the minimum size for reporting.

Charter School also submitted verified data using i-Ready for the 2021-2022, 2022-2023, and 2023-2024, school years. Based on i-Ready's Median Progress to Typical Growth targets, Charter School met the one year's progress for All Students and met the one year's progress for all three of the school's student groups in Math in 2021-2022, 2022-2023, and 2023-2024.

Based on the review and consideration of verified data, Ánimo Ellen Ochoa included four years of data, including schoolwide and student group reports (Student with Disabilities, Socioeconomically Disadvantaged, and English Learner) for Math. In 2021-2022, 2022-2023, 2023-2024, and 2024-2025, Ánimo Ellen Ochoa appears to have met 95 percent participation rate schoolwide and for all numerically significant student groups.

## **VII. SUPPLEMENTAL INFORMATION**

The California Department of Education (CDE) specified that, "The CORE growth model was not adopted by the California State Board of Education (SBE) as verified data."<sup>6</sup> The CDE further specified that, "CAASPP reported data can only be used in a manner consistent with the data reported on the CAASPP website and Dashboard. CAASPP data, and methodologies for analyzing CAASPP data (e.g., CORE Student Growth Percentiles) that are mutually agreed upon by the chartering authority and charter school, may be used to supplement Dashboard results. However, CAASPP data may not be used to dispute the Dashboard results."<sup>7</sup>

Charter School signed an agreement with LAUSD to submit CORE. Charter School submitted CORE Student Growth Percentiles to be used to supplement Dashboard results. CORE guidance states percentiles above 70 indicate above-average growth. Percentiles of 31-70 indicate average growth. Percentiles below 31 indicate below-average growth.

Charter School provided CORE data for All Students and for four student groups (English Learner, Latino, Socioeconomically Disadvantaged, and Students with Disabilities) for 2022-2023 and 2023-2024. In 2022-2023, the data showed "above-average" growth for All Students and all student groups. In 2023-2024, the data showed "above-average" growth for All Students and for the majority of student groups.

<sup>6</sup> <https://www.cde.ca.gov/sp/ch/verifdatafaqs.asp#can-core-data-be-used-as-verified-data-updated-06-jun-2023>

<sup>7</sup> <https://www.cde.ca.gov/sp/ch/verifdatacrit.asp>

## VIII. FISCAL MANAGEMENT AND PERFORMANCE

### a. Fiscal Condition

Ánimo Ellen Ochoa Charter Middle's fiscal condition is positive.

	2020-2021 (Audited Actuals)	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Second Interim)
Net Assets	\$749,568	\$1,018,949	\$633,166	\$613,354	\$513,354
Net Income/Loss	\$539,995	\$269,381	(\$385,783) <sup>1</sup>	(\$19,812) <sup>2</sup>	(\$100,000) <sup>3</sup>
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0
Norm Enrollment	336	313	305	297	280

<sup>1</sup> According to Green Dot Public Schools, the net loss reported for 2022-2023 was primarily due to an approximately \$1M decrease in federal revenues resulting from the COVID-19 grant revenue true-up.

<sup>2</sup> According Green Dot Public Schools, the net loss reported for 2023-2024 resulted from expenses slightly exceeding revenues.

<sup>3</sup> According Green Dot Public Schools, the projected loss for the 2024-2025 Second Interim was primarily due to ongoing financial pressures, such as high Special Education expenditures and inflationary impacts that a smaller school may struggle to absorb.

Ánimo Ellen Ochoa Charter Middle stated that it plans to increase enrollment through various means, for example, increasing community engagement. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

### b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

### c. Other Significant Fiscal Information

The financial condition of the charter operator is summarized in the table below.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2024					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
18	14	\$115,424,756	\$3,408,314	\$23,456,436	\$5,338,552

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "-" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	97%	284	-47.9	Low	-12.2	Lower	99%	287	-25.2	22.7	Increased Significantly	Yellow	-13.6	Lower	100%	280	-4.4	20.9	Increased Significantly	Green	-13.2	Higher
English Learner	97%	95	-92.1	Very Low	-81.2	Lower	99%	98	-69.6	22.5	Increased Significantly	Yellow	-67.7	Lower	100%	96	-41.7	27.9	Increased Significantly	Yellow	-67.6	Higher
Latino	97%	281	-48.5	Low	-38.6	Lower	99%	285	-25.2	23.3	Increased Significantly	Yellow	-40.2	Higher	100%	276	-5.0	20.2	Increased Significantly	Green	-39.3	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	42	-63.9	35.9	Increased Significantly	Yellow	-109.6	Higher	
Socioeconomically Disadvantaged	97%	274	-49.7	Low	-41.4	Lower	99%	277	-25.0	24.7	Increased Significantly	Yellow	-42.6	Higher	100%	272	-5.7	19.3	Increased Significantly	Yellow	-40.9	Higher
Students with Disabilities	96%	70	-114.7	Very Low	-97.3	Lower	98%	58	-94.0	20.7	Increased Significantly	Orange	-96.3	Higher	100%	58	-91.7	2.3	Maintained	Red	-95.6	Higher

Data Sources: California School Dashboard Research data files.

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																					
	Dashboard 2022					Dashboard 2023					Dashboard 2024											
	Part. Rate	Students w/ Scores	DFS	Status Level	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	96%	285	-117.1	Very Low	-51.7	Lower	98%	285	-81.9	35.2	Increased Significantly	Yellow	-49.1	Lower	100%	280	-60.0	22.0	Increased Significantly	Yellow	-47.6	Lower
English Learner	98%	96	-158.4	Very Low	-92.0	Lower	100%	99	-128.3	30.1	Increased Significantly	Orange	-93.4	Lower	100%	96	-98.4	29.9	Increased Significantly	Orange	-93.4	Lower
Latino	96%	282	-118.3	Very Low	-83.4	Lower	98%	283	-82.4	35.9	Increased Significantly	Yellow	-80.8	Lower	100%	276	-60.1	22.3	Increased Significantly	Yellow	-79.2	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	--	--	42	-127.8	17.0	Increased Significantly	Orange	-163.5	Higher	
Socioeconomically Disadvantaged	97%	275	-117.5	Very Low	-84.0	Lower	98%	275	-81.5	36.0	Increased Significantly	Yellow	-80.8	Lower	100%	272	-61.0	20.6	Increased Significantly	Yellow	-78.2	Higher
Students with Disabilities	97%	71	-182.2	Very Low	-130.8	Lower	98%	58	-146.2	36.0	Increased Significantly	Orange	-127.3	Lower	100%	58	-133.6	12.6	Increased	Orange	-124.3	Lower

Data Sources: California School Dashboard Research data files.

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "-" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																			
		Dashboard 2022					Dashboard 2023					Dashboard 2024							
Student Group	Students	ELPI	Status Level	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	49	69.4%	Low	50.3%	Higher	48	66.7%	-1.3	Maintained	Blue	48.7%	Higher	32	65.6%	-1.0	Maintained	Blue	45.7%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	23	73.9%	3.9	Increased	--	45.8%	Higher

Student English Language Acquisition Results Summative ELPAC															
		School					State of California								
End Year	Student Group	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%
2022	EL	69.4%	0%	26.5%	4.1%	1,052,513	N	1,088,734	96.7%	1,052,513	94.4%	1,088,734	96.7%	1,052,513	96.7%
2023	EL	66.7%	0%	27.1%	6.3%	1,048,300	Y	1,069,515	100.0%	1,048,300	100.0%	1,069,515	98.0%	1,048,300	98.0%
2024	EL	65.6%	0%	28.1%	6.3%	193,182	Y	202,530	100.0%	193,182	95.4%	202,530	95.4%	193,182	95.4%
2024	LTEL	73.9%	0%	26.1%	0.0%	1,028,083	Y	1,047,977	97.1%	1,028,083	97.1%	1,047,977	98.1%	1,028,083	98.1%
						182,603	Y	190,459	100.0%	182,603	100.0%	190,459	95.9%	182,603	95.9%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report															
		School					State of California								
End Year	Student Group	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%	Students Enrolled During Testing Window	Participation Rate	Students Tested During Testing Window	Participation Rate Greater Than 95%
2022	EL	51	54	94.4%	N	1,052,513	N	1,088,734	96.7%	1,052,513	94.4%	1,088,734	96.7%	1,052,513	96.7%
2023	EL	48	48	100.0%	Y	1,048,300	Y	1,069,515	100.0%	1,048,300	100.0%	1,069,515	98.0%	1,048,300	98.0%
2023	LTEL	20	20	100.0%	Y	193,182	Y	202,530	100.0%	193,182	95.4%	202,530	95.4%	193,182	95.4%
2024	EL	34	35	97.1%	Y	1,028,083	Y	1,047,977	97.1%	1,028,083	97.1%	1,047,977	98.1%	1,028,083	98.1%
2024	LTEL	19	19	100.0%	Y	182,603	Y	190,459	100.0%	182,603	95.9%	190,459	95.9%	182,603	95.9%

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ls/sd/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	Chronic Absenteeism - CA School Dashboard Indicator																		
	Dashboard 2022					Dashboard 2023					Dashboard 2024								
	Students	Chronic Absenteeism	Status Level	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	321	37.1%	Very High	30.0%	Higher	319	28.2%	-8.9	Declined Significantly	Yellow	24.3%	Higher	302	16.9%	-11.3	Declined Significantly	Yellow	18.6%	Lower
English Learner	81	34.6%	Very High	33.6%	Higher	65	23.1%	-11.5	Declined	Orange	26.3%	Lower	61	4.9%	-18.2	Declined	Green	20.1%	Lower
Homeless Youth	13	38.5%	Very High	45.1%	--	7	*	*	*	*	38.7%	*	7	*	*	*	*	32.7%	*
Latino	318	37.1%	Very High	35.8%	Higher	316	28.2%	-8.9	Declined Significantly	Yellow	28.4%	Lower	297	16.8%	-11.3	Declined Significantly	Yellow	21.7%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	46	6.5%	-16.2	Declined	Green	23.9%	Lower
Socioeconomically Disadvantaged	306	35.6%	Very High	37.4%	Lower	304	27.6%	-8.0	Declined Significantly	Yellow	29.9%	Lower	292	17.1%	-10.5	Declined Significantly	Yellow	23.4%	Lower
Students with Disabilities	75	36.0%	Very High	39.6%	Lower	64	37.5%	1.5	Increased	Red	33.1%	Higher	61	14.8%	-22.7	Declined	Yellow	26.3%	Lower

Data Sources: California School Dashboard Research data files.

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (\*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ls/sd/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	Suspension Rate Indicator - CA School Dashboard Indicator																		
	Dashboard 2022						Dashboard 2023						Dashboard 2024						
	Students	Suspension Rate	Status Level	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	328	0.0%	Very Low	3.1%	Lower	325	0.0%	0.0	Maintained	Blue	3.5%	Lower	307	0.0%	0.0	Maintained	Blue	3.2%	Lower
English Learner	85	0.0%	Very Low	3.2%	Lower	65	0.0%	0.0	Maintained	Blue	3.7%	Lower	62	0.0%	0.0	Maintained	Blue	3.4%	Lower
Homeless Youth	15	0.0%	Very Low	5.5%	--	7	*	*	*	*	6.5%	*	7	*	*	*	*	5.7%	*
Latino	325	0.0%	Very Low	3.3%	Lower	322	0.0%	0.0	Maintained	Blue	3.8%	Lower	302	0.0%	0.0	Maintained	Blue	3.4%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	--	--	--	--	--	47	0.0%	0.0	Maintained	Blue	8.1%	Lower
Socioeconomically Disadvantaged	312	0.0%	Very Low	4.0%	Lower	309	0.0%	0.0	Maintained	Blue	4.5%	Lower	297	0.0%	0.0	Maintained	Blue	4.0%	Lower
Students with Disabilities	77	0.0%	Very Low	5.4%	Lower	64	0.0%	0.0	Maintained	Blue	5.9%	Lower	61	0.0%	0.0	Maintained	Blue	5.4%	Lower

Data Sources: California School Dashboard Research data files.

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/ls/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Student Group	Enrollment by Ethnicity and Student Group					
	2023-2024		2024-2025			
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
<b>Enrollment</b>	298	529,902	5,837,690	280	516,685	5,806,221
F/R Meal	96.0%	80.6%	61.6%	95.4%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.0%	13.0%	N/A
English Learner	15.8%	20.1%	18.4%	14.3%	18.6%	17.4%
Foster Youth	0.7%	0.6%	0.5%	1.4%	0.5%	0.5%
Homeless Youth	2.0%	2.1%	3.6%	1.8%	2.7%	4.0%
Socioeconomically Disadvantaged	97.0%	81.3%	62.7%	95.7%	82.4%	63.6%
Students w/ Disabilities	18.8%	14.8%	13.7%	18.9%	15.6%	14.2%
Migrant Youth	0.3%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.7%	7.3%	4.9%	0.0%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.3%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.3%	73.8%	56.1%	99.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	0.7%	9.8%	20.3%	0.7%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ls/sd/filesenr.asp>

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/ds/files/enr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>English Learners</b>	26	13.3%	17,921	7.3%	226,508	11.1%	22	11.8%	15,302	6.5%	211,186	10.6%	15	9.0%	13,052	5.9%	198,853	10.4%
<b>LTEL 6+ Years</b>	1	0.5%	17,295	7.1%	144,189	7.1%	1	0.5%	15,717	6.7%	136,188	6.8%	0	0.0%	11,406	5.2%	115,009	6.0%
<b>At-Risk 4-5 Years</b>	0	0.0%	60,457	24.7%	505,486	24.8%	4	2.2%	60,574	25.7%	519,651	26.0%	8	4.8%	57,726	26.1%	516,862	26.9%
<b>EL 0-3 Years</b>	35	17.9%	18,850	7.7%	236,319	11.6%	20	10.8%	14,725	6.2%	207,768	10.4%	17	10.2%	13,775	6.2%	178,306	9.3%
<b>EL 4+ Years &amp; Not At-Risk or LTEL</b>	62	31.6%	114,523	46.8%	1,112,502	54.5%	47	25.3%	106,318	45.0%	1,074,793	53.8%	40	24.1%	95,959	43.3%	1,009,030	52.6%
EL Total	134	68.4%	130,377	53.2%	927,694	45.5%	139	74.7%	129,789	55.0%	924,422	46.2%	126	75.9%	125,465	56.7%	909,298	47.4%
RFEP	196	100.0%	244,900	100.0%	2,040,196	100.0%	186	100.0%	236,107	100.0%	1,999,215	100.0%	166	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesitel.asp>

# Animo Ellen Ochoa Charter Middle

Board District: 2 | Region: East | Location Code: 5182

## Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories; Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

	Special Education Enrollment by Category											
	2023-2024						2024-2025					
	School		Los Angeles Unified		School		Los Angeles Unified		School		Los Angeles Unified	
Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Students with Disabilities	56	100%	18.8%	78,319	100%	14.8%	53	100%	18.9%	80,505	100%	15.6%
Total SWD Enrollment	46	82.1%	15.4%	52,153	66.6%	9.8%	44	83%	15.7%	52,412	65.1%	10.1%
High Incidence	10	17.9%	3.4%	26,162	33.4%	4.9%	9	17%	3.2%	28,084	34.9%	5.4%
Low Incidence	9	16.1%	3%	18,713	23.9%	3.5%	9	17%	3.2%	20,802	25.8%	4%
Autism	0	0%	0%	4	0%	0%	0	0%	0%	7	0%	0%
Deaf-Blindness	0	0%	0%	188	0.2%	0%	0	0%	0%	178	0.2%	0%
Deafness	0	0%	0%	1,148	1.5%	0.2%	0	0%	0%	1,082	1.3%	0.2%
Emotional Disturbance	0	0%	0%	0	0%	0%	0	0%	0%	1	0%	0%
Established Medical Disability	0	0%	0%	971	1.2%	0.2%	0	0%	0%	931	1.2%	0.2%
Hard of Hearing	1	1.8%	0.3%	3,393	4.3%	0.6%	0	0%	0%	3,381	4.2%	0.7%
Intellectual Disability	0	0%	0%	965	1.2%	0.2%	0	0%	0%	1,035	1.3%	0.2%
Multiple Disabilities	6	10.7%	2%	10,930	14%	2.1%	10	18.9%	3.6%	11,596	14.4%	2.2%
Other Health Impairment	0	0%	0%	533	0.7%	0.1%	0	0%	0%	434	0.5%	0.1%
Orthopedic Impairment	39	69.6%	13.1%	29,615	37.8%	5.6%	31	58.5%	11.1%	29,368	36.5%	5.7%
Specific Learning Disability	1	1.8%	0.3%	11,608	14.8%	2.2%	3	5.7%	1.1%	11,448	14.2%	2.2%
Speech or Language Impairment	0	0%	0%	66	0.1%	0%	0	0%	0%	66	0.1%	0%
Traumatic Brain Injury	0	0%	0%	185	0.2%	0%	0	0%	0%	175	0.2%	0%
Visual Impairment												

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

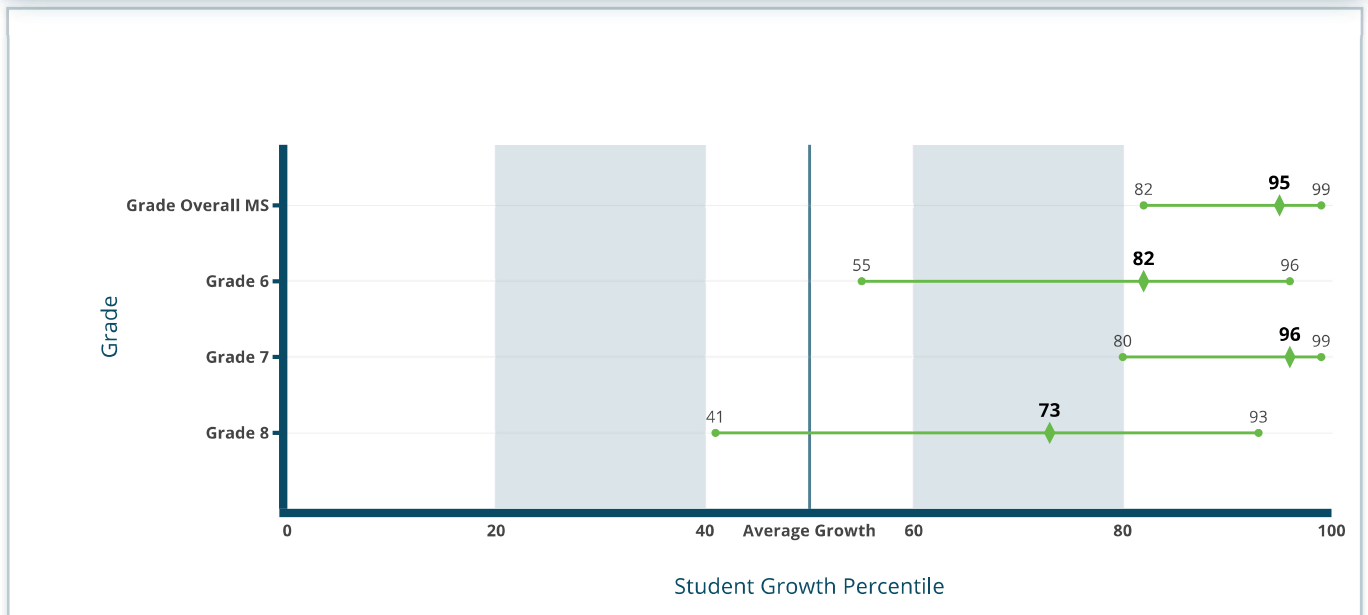
District:  
Green Dot

School Name:  
Animo Ellen Ochoa Charter Middle

School Code:  
0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in English Language Arts among All Students, 2022-2023



## Metric Breakdown

### Grade Overall MS

Growth Est: 95  
 Index Level: 10  
 Confidence Interval: 82-99  
 Number of Students: 226

The growth percentile is 95 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

### Grade 6

Growth Est: 82  
 Index Level: 9  
 Confidence Interval: 55-96  
 Number of Students: 68

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



**Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.**

The growth percentile is 96 which represents above average growth. Students in this case grew 27 scale score points greater than similar students.

The growth percentile is 73 which represents above average growth. Students in this case grew 9 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

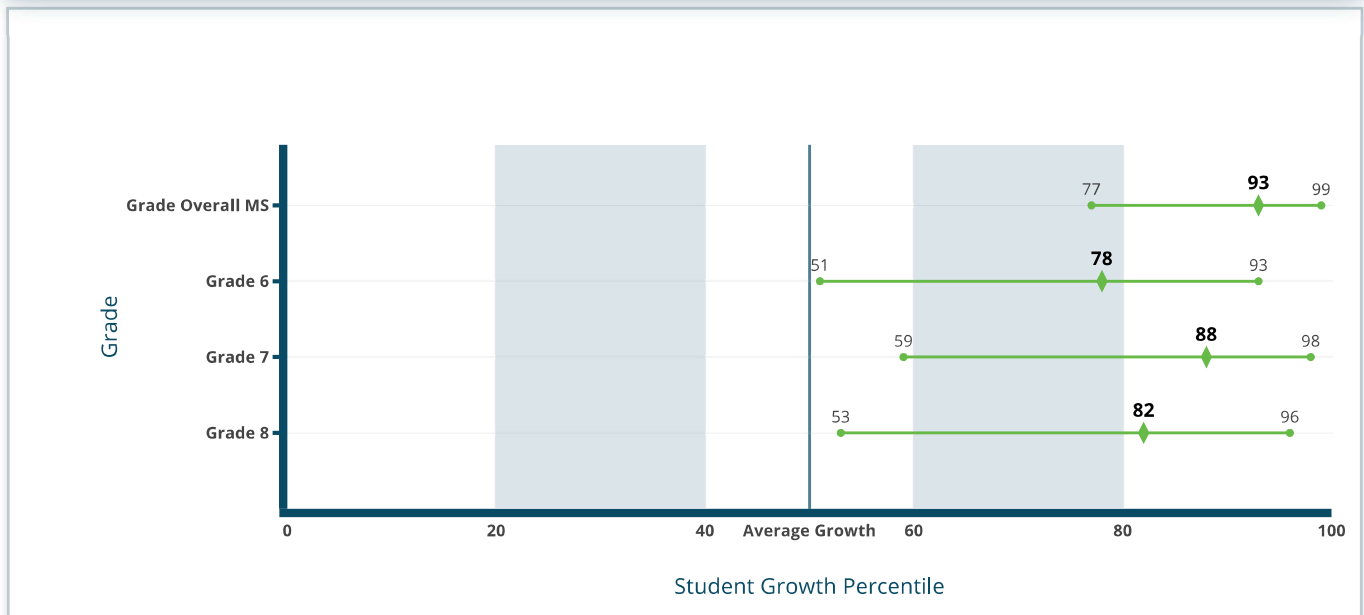
District:  
Green Dot

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School Code:  
0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in Math among All Students, 2022-2023



## Metric Breakdown

### Grade Overall MS

Growth Est: 93  
 Index Level: 10  
 Confidence Interval: 77-99  
 Number of Students: 226

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

### Grade 6

Growth Est: 78  
 Index Level: 8  
 Confidence Interval: 51-93  
 Number of Students: 68

The growth percentile is 78 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



**Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.**

The growth percentile is 88 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

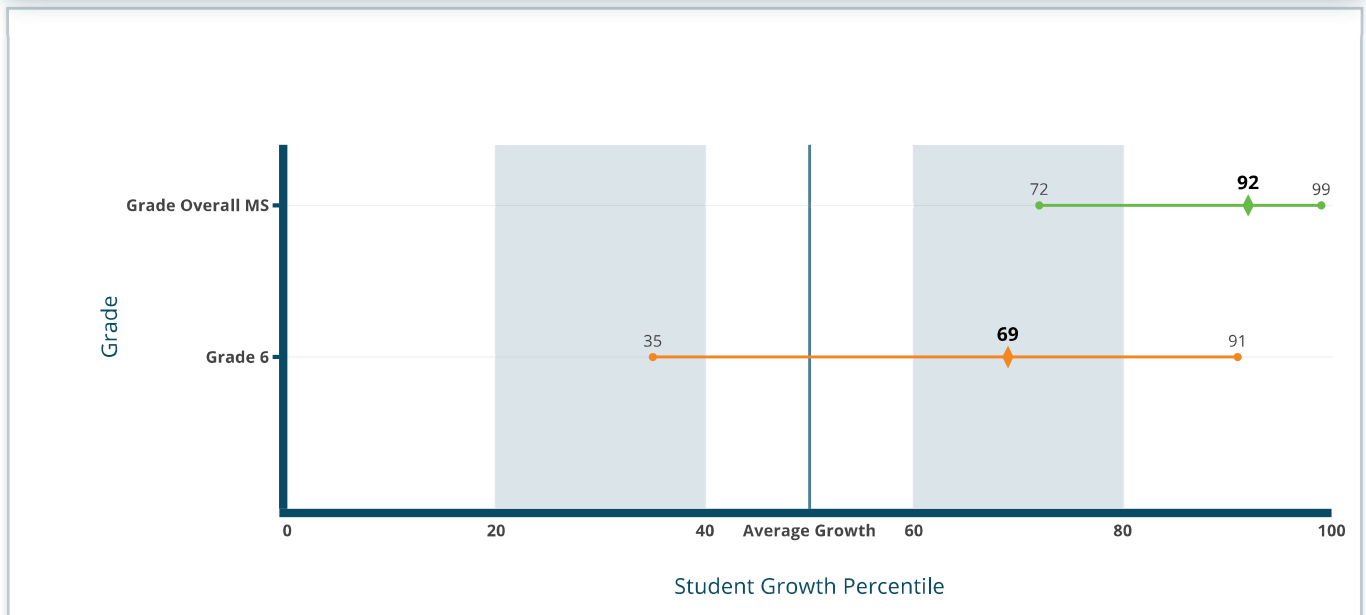
District:  
Green Dot

School Name:  
Animo Ellen Ochoa Charter Middle

School Code:  
0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in Math among Current English Learners Students, 2022-2023



## Metric Breakdown

### Grade Overall MS

Growth Est: 92  
 Index Level: 10  
 Confidence Interval: 72-99  
 Number of Students: 55

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

### Grade 6

Growth Est: 69  
 Index Level: 7  
 Confidence Interval: 35-91  
 Number of Students: 22

The growth percentile is 69 which represents average growth. Students in this case grew 9 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

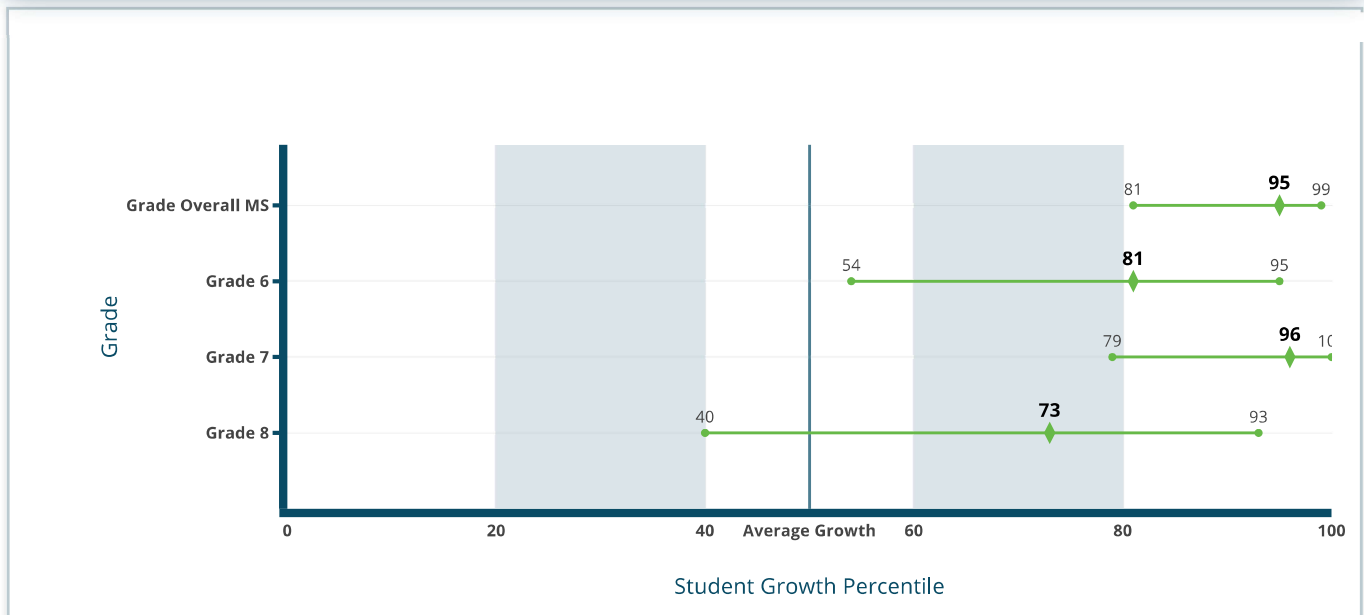
District:  
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4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in English Language Arts among Latinx Students, 2022-2023



### Metric Breakdown

#### Grade Overall MS

Growth Est: 95  
 Index Level: 10  
 Confidence Interval: 81-99  
 Number of Students: 225

The growth percentile is 95 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

#### Grade 6

Growth Est: 81  
 Index Level: 9  
 Confidence Interval: 54-95  
 Number of Students: 67

The growth percentile is 81 which represents above average growth. Students in this case grew 14 scale score points greater than similar students.



**Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.**

The growth percentile is 96 which represents above average growth. Students in this case grew 27 scale score points greater than similar students.

The growth percentile is 73 which represents above average growth. Students in this case grew 9 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

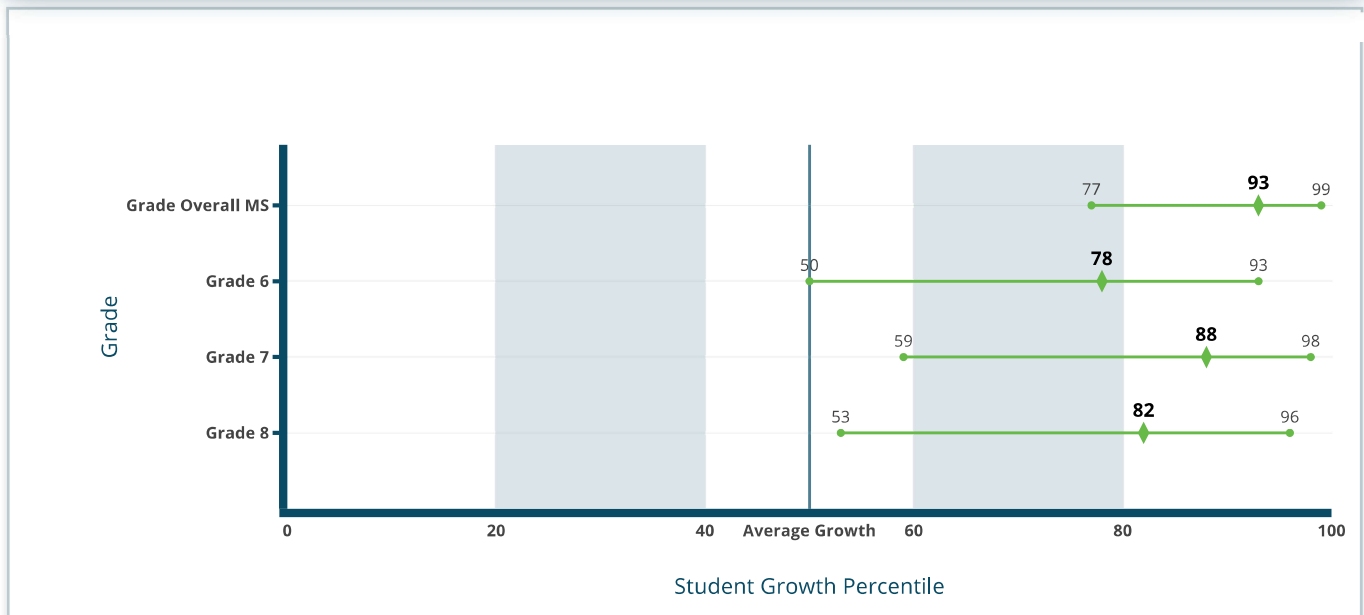
District:  
Green Dot

School Name:  
Animo Ellen Ochoa Charter Middle

School Code:  
0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in Math among Latinx Students, 2022-2023



## Metric Breakdown

### Grade Overall MS

Growth Est: 93  
 Index Level: 10  
 Confidence Interval: 77-99  
 Number of Students: 225

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

### Grade 6

Growth Est: 78  
 Index Level: 8  
 Confidence Interval: 50-93  
 Number of Students: 67

The growth percentile is 78 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



**Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.**

The growth percentile is 88 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

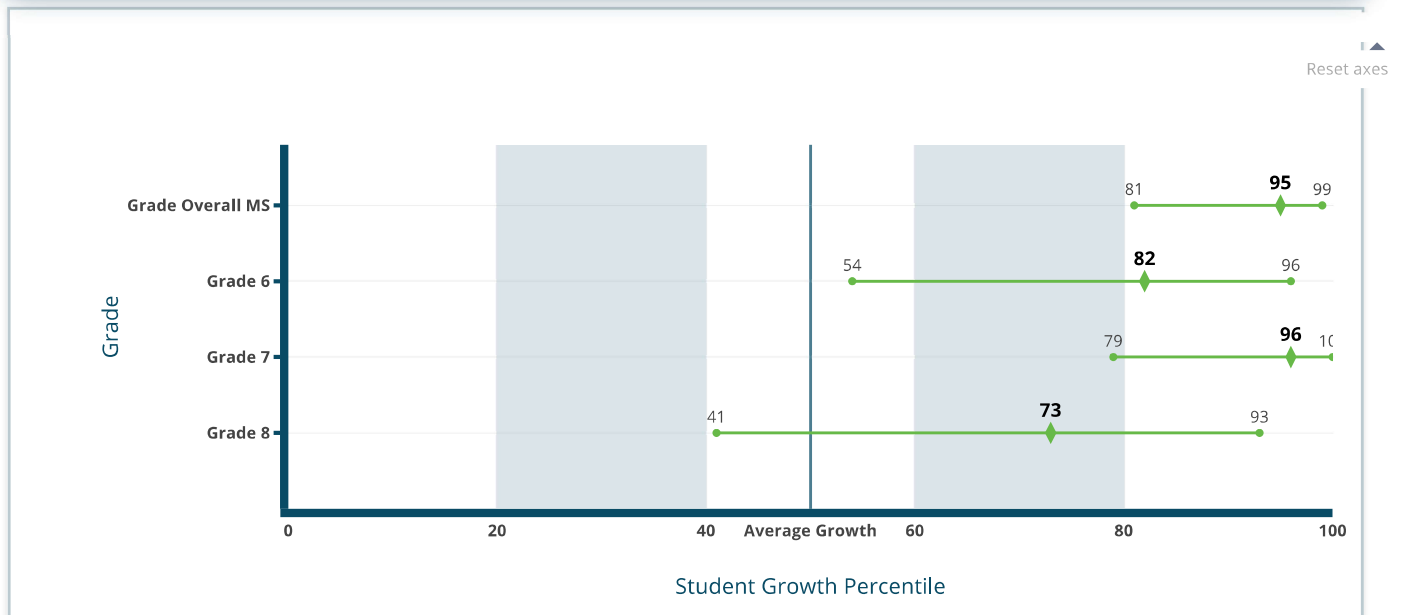
District:  
Green Dot

School Name:  
Animo Ellen Ochoa Charter Middle

School Code:  
0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in English Language Arts among Socio-Economically Disadvantaged Students, 2022-2023



### Metric Breakdown

#### Grade Overall MS

Growth Est: 95  
 Index Level: 10  
 Confidence Interval: 81-99  
 Number of Students: 218

The growth percentile is 95 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

#### Grade 6

Growth Est: 82  
 Index Level: 9  
 Confidence Interval: 54-96  
 Number of Students: 65

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



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The growth percentile is 96 which represents above average growth. Students in this case grew 27 scale score points greater than similar students.

The growth percentile is 73 which represents above average growth. Students in this case grew 9 scale score points greater than similar students.



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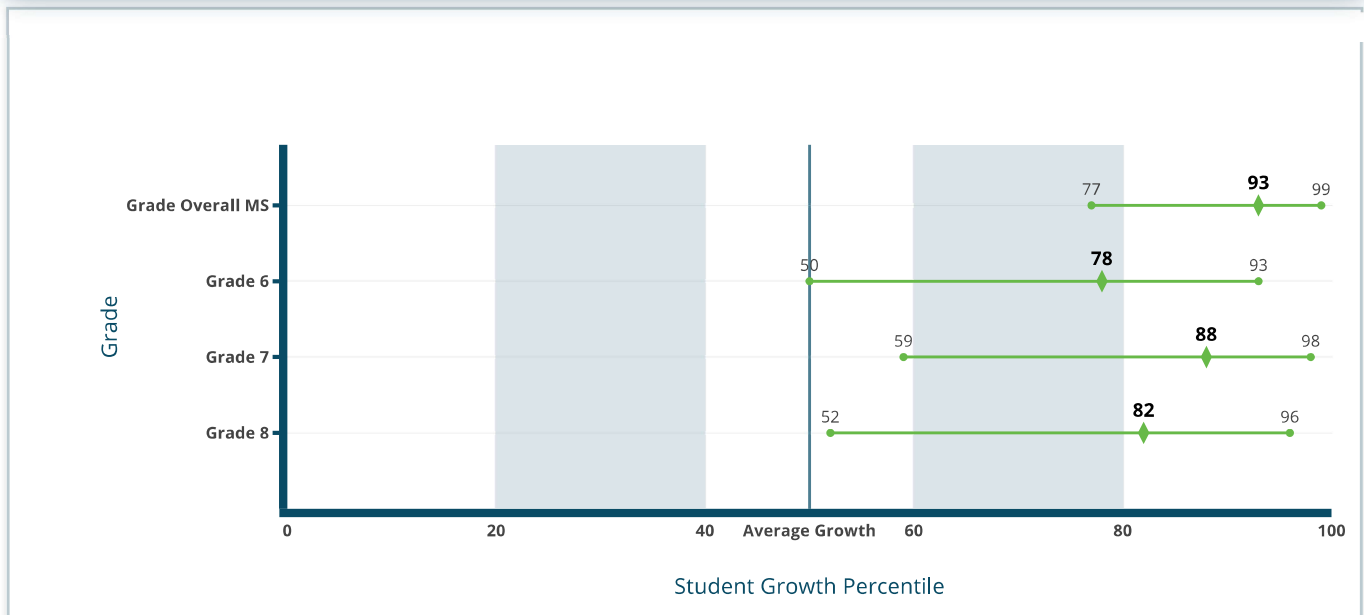
District:  
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90022-1840

## Growth in Math among Socio-Economically Disadvantaged Students, 2022-2023



### Metric Breakdown

#### Grade Overall MS

Growth Est: 93  
 Index Level: 10  
 Confidence Interval: 77-99  
 Number of Students: 218

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

#### Grade 6

Growth Est: 78  
 Index Level: 8  
 Confidence Interval: 50-93  
 Number of Students: 65

The growth percentile is 78 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



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The growth percentile is 88 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

The growth percentile is 82 which represents above average growth. Students in this case grew 15 scale score points greater than similar students.



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# SCHOOL REPORT

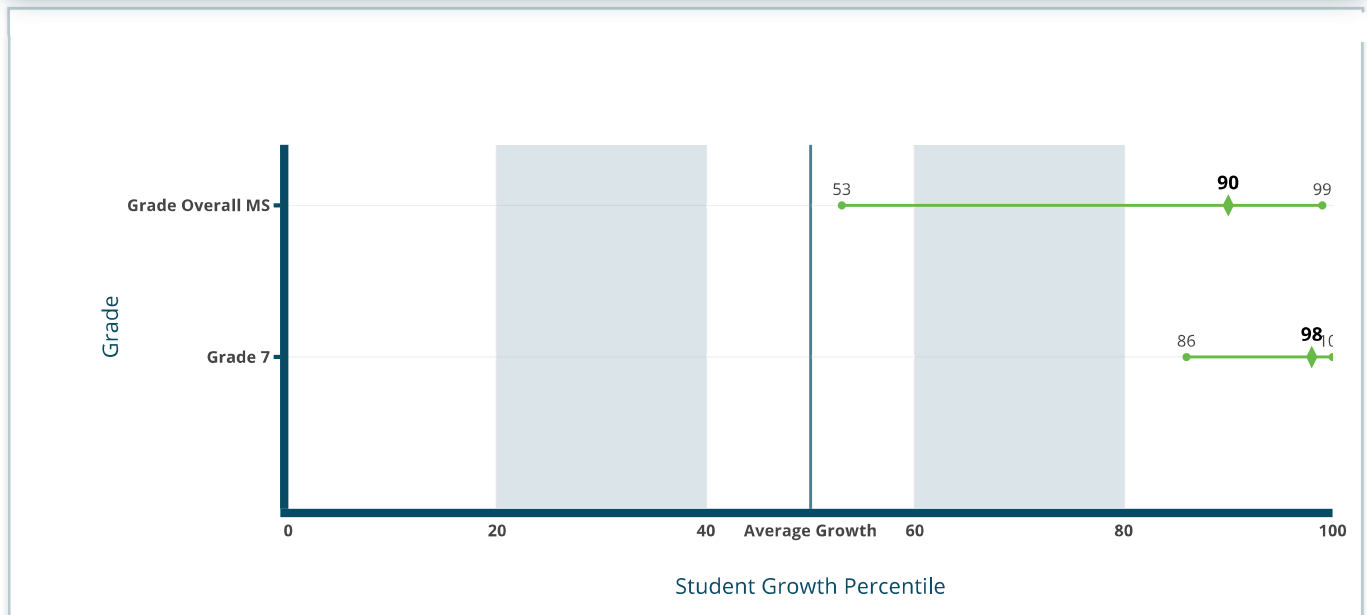
District:  
Green Dot

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90022-1840

## Growth in English Language Arts among Students With Disabilities, 2022-2023



### Metric Breakdown

#### Grade Overall MS

Growth Est: 90  
 Index Level: 9  
 Confidence Interval: 53-99  
 Number of Students: 45

The growth percentile is 90 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

#### Grade 7

Growth Est: 98  
 Index Level: 10  
 Confidence Interval: 86-100  
 Number of Students: 28

The growth percentile is 98 which represents above average growth. Students in this case grew 31 scale score points greater than similar students.



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# SCHOOL REPORT

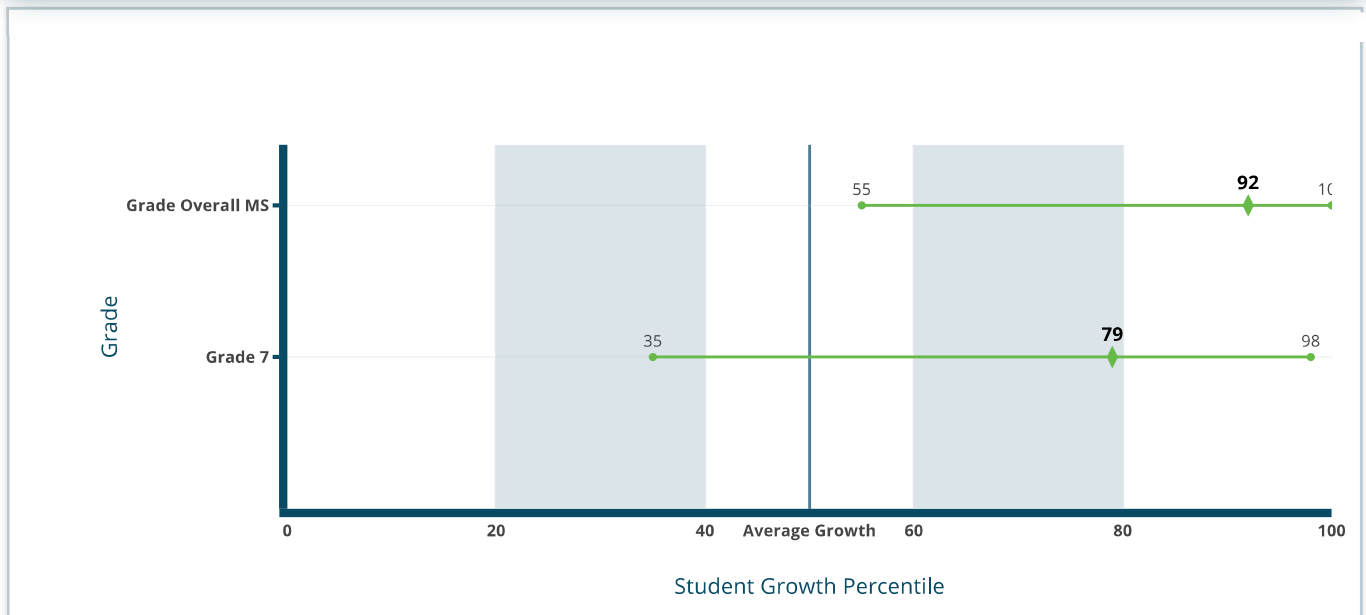
District:  
Green Dot

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4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in Math among Students With Disabilities, 2022-2023



### Metric Breakdown

#### Grade Overall MS

Growth Est: 92  
 Index Level: 10  
 Confidence Interval: 55-100  
 Number of Students: 46

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

#### Grade 7

Growth Est: 79  
 Index Level: 8  
 Confidence Interval: 35-98  
 Number of Students: 27

The growth percentile is 79 which represents above average growth. Students in this case grew 11 scale score points greater than similar students.



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# SCHOOL REPORT

District:  
Green Dot

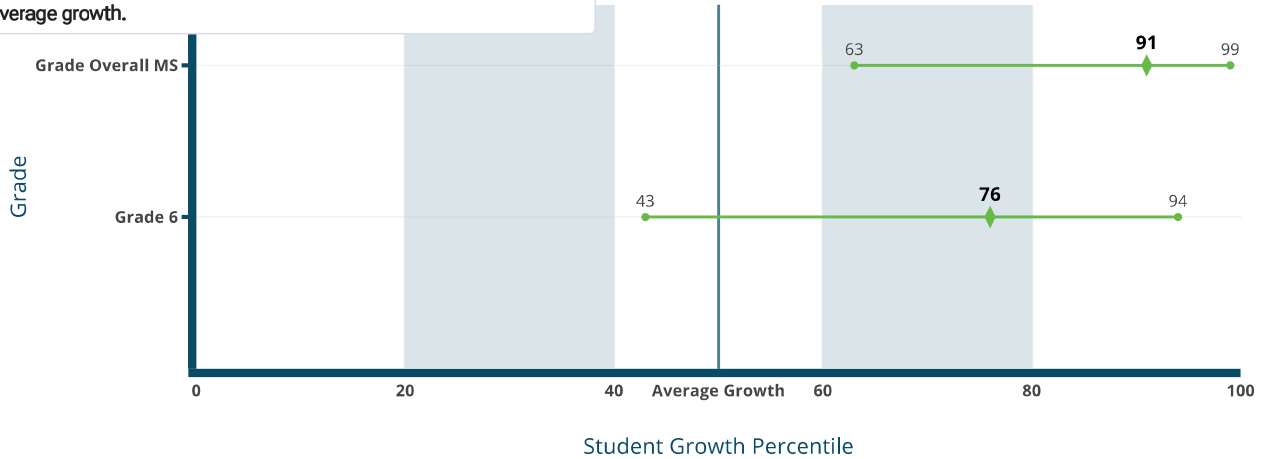
School Name:  
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4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in English Language Arts among Current English Learners Students, 2022-2023

A school's or a grade level team's growth percentile represents how they've done at moving individual students from point A to point B relative to schools serving similar youth. If a school has a growth percentile of 50, students have achieved average growth. Growth percentiles above 70 represent above average growth. Growth percentiles below 30 represent below average growth.



### Metric Breakdown

#### Grade Overall MS

Growth Est: 91  
 Index Level: 10  
 Confidence Interval: 63-99  
 Number of Students: 55

The growth percentile is 91 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.

#### Grade 6

Growth Est: 76  
 Index Level: 8  
 Confidence Interval: 43-94  
 Number of Students: 22

The growth percentile is 76 which represents above average growth. Students in this case grew 12 scale score points greater than similar students.



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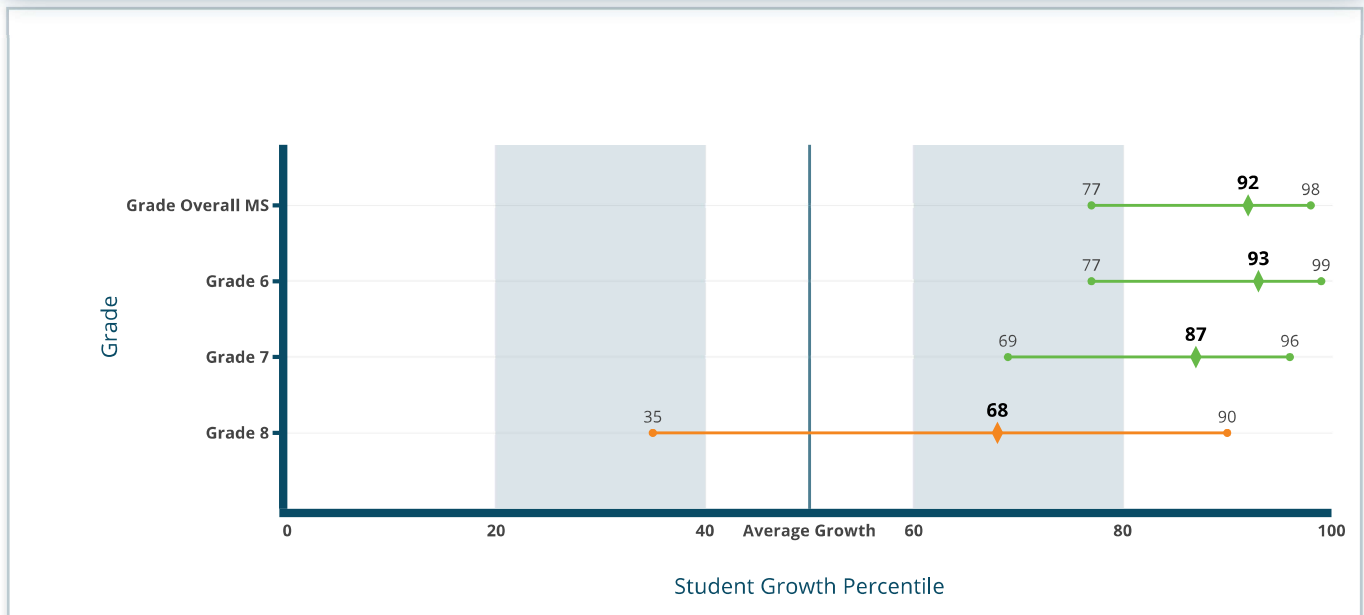
District:  
Green Dot

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Address:  
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90022-1840

## Growth in English Language Arts among All Students, 2023-2024



### Metric Breakdown

#### Grade Overall MS

Growth Est: 92  
 Index Level: 10  
 Confidence Interval: 77-98  
 Number of Students: 269

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

#### Grade 6

Growth Est: 93  
 Index Level: 10  
 Confidence Interval: 77-99  
 Number of Students: 61

The growth percentile is 93 which represents above average growth. Students in this case grew 28 scale score points greater than similar students.



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The growth percentile is 87 which represents above average growth. Students in this case grew 19 scale score points greater than similar students.

The growth percentile is 68 which represents average growth. Students in this case grew 6 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

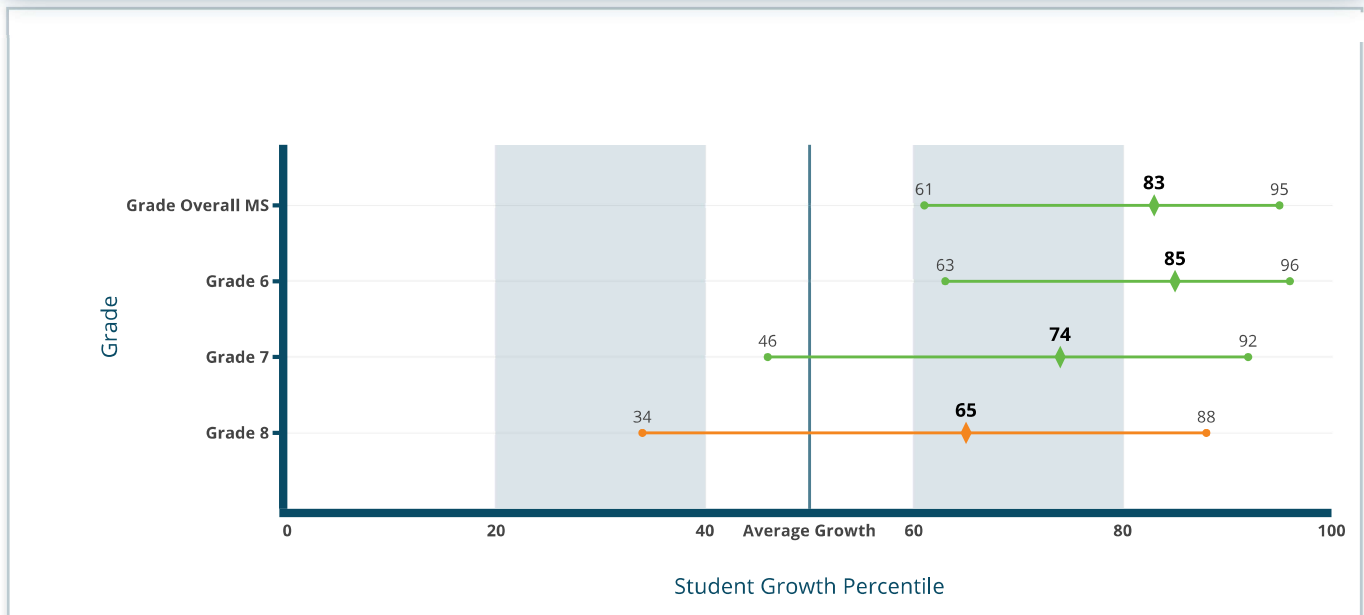
District:  
Green Dot

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School Code:  
0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in Math among All Students, 2023-2024



## Metric Breakdown

### Grade Overall MS

Growth Est: 83  
 Index Level: 9  
 Confidence Interval: 61-95  
 Number of Students: 269

The growth percentile is 83 which represents above average growth. Students in this case grew 13 scale score points greater than similar students.

### Grade 6

Growth Est: 85  
 Index Level: 9  
 Confidence Interval: 63-96  
 Number of Students: 61

The growth percentile is 85 which represents above average growth. Students in this case grew 22 scale score points greater than similar students.



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The growth percentile is 74 which represents above average growth. Students in this case grew 10 scale score points greater than similar students.

The growth percentile is 65 which represents average growth. Students in this case grew 6 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

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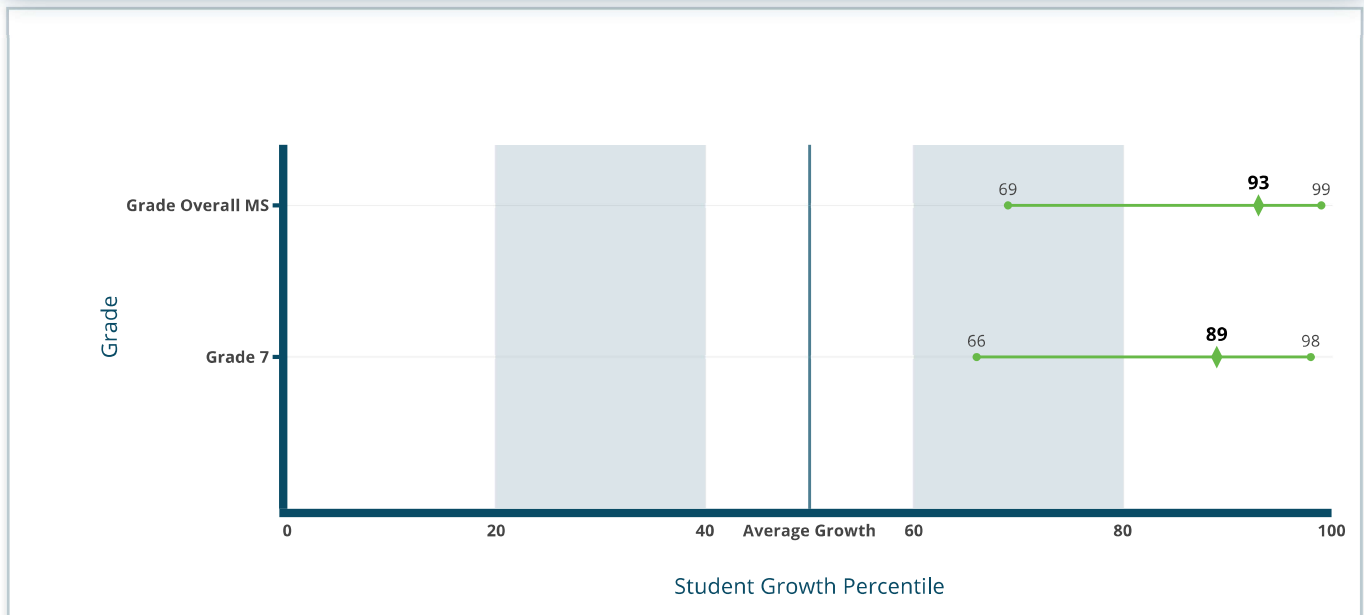
District:  
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4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in English Language Arts among Current English Learners Students, 2023-2024



### Metric Breakdown

#### Grade Overall MS

Growth Est: 93  
 Index Level: 10  
 Confidence Interval: 69-99  
 Number of Students: 45

The growth percentile is 93 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.

#### Grade 7

Growth Est: 89  
 Index Level: 9  
 Confidence Interval: 66-98  
 Number of Students: 20

The growth percentile is 89 which represents above average growth. Students in this case grew 21 scale score points greater than similar students.



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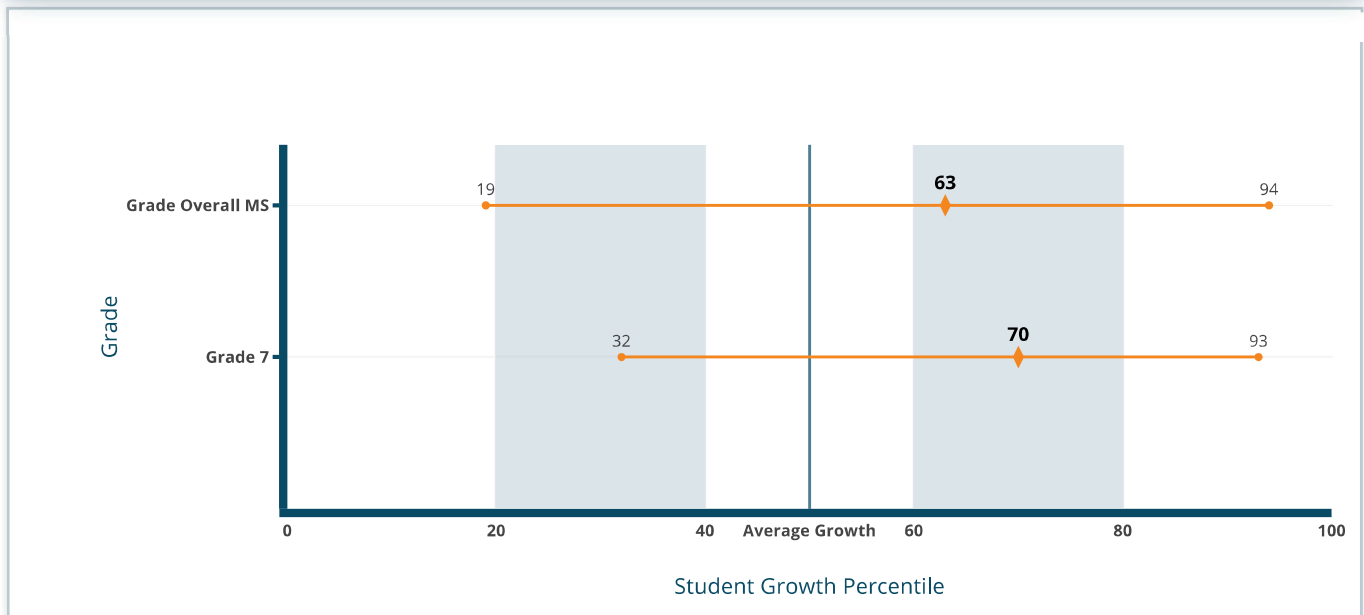
District:  
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4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in Math among Current English Learners Students, 2023-2024



### Metric Breakdown

#### Grade Overall MS

Growth Est: 63  
 Index Level: 7  
 Confidence Interval: 19-94  
 Number of Students: 45

The growth percentile is 63 which represents average growth. Students in this case grew 5 scale score points greater than similar students.

#### Grade 7

Growth Est: 70  
 Index Level: 7  
 Confidence Interval: 32-93  
 Number of Students: 20

The growth percentile is 70 which represents average growth. Students in this case grew 8 scale score points greater than similar students.



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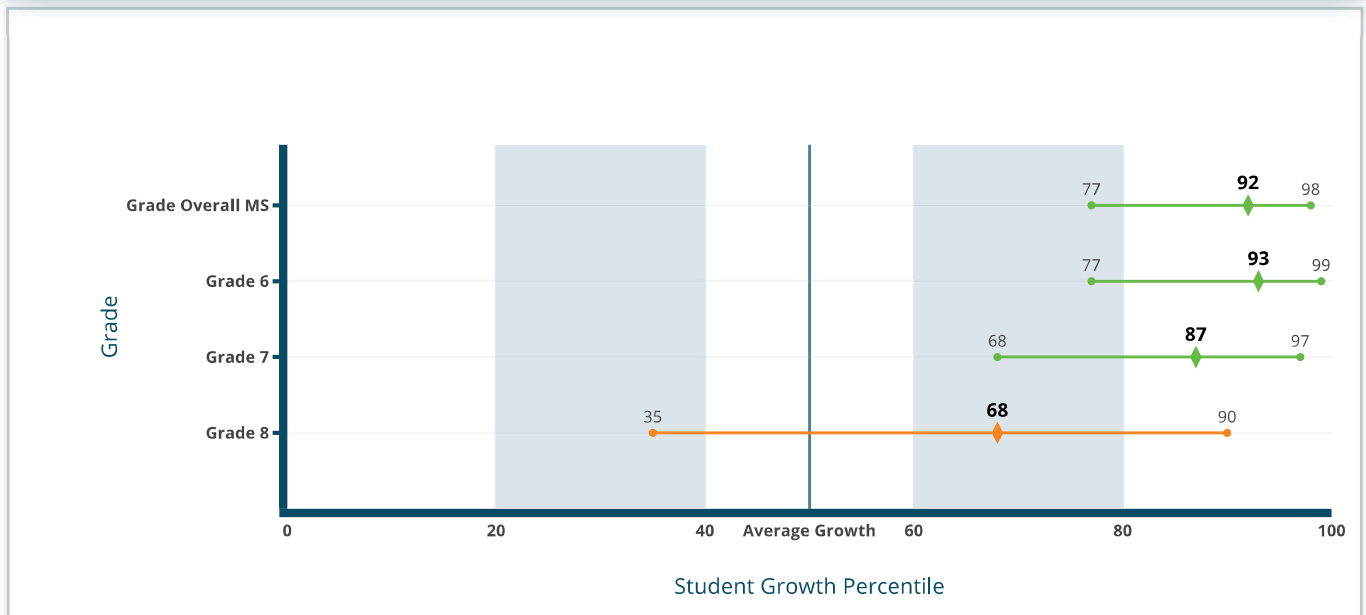
District:  
Green Dot

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0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in English Language Arts among Latinx Students, 2023-2024



### Metric Breakdown

#### Grade Overall MS

Growth Est: 92  
 Index Level: 10  
 Confidence Interval: 77-98  
 Number of Students: 265

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

#### Grade 6

Growth Est: 93  
 Index Level: 10  
 Confidence Interval: 77-99  
 Number of Students: 60

The growth percentile is 93 which represents above average growth. Students in this case grew 28 scale score points greater than similar students.



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The growth percentile is 87 which represents above average growth. Students in this case grew 19 scale score points greater than similar students.

The growth percentile is 68 which represents average growth. Students in this case grew 6 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

# SCHOOL REPORT

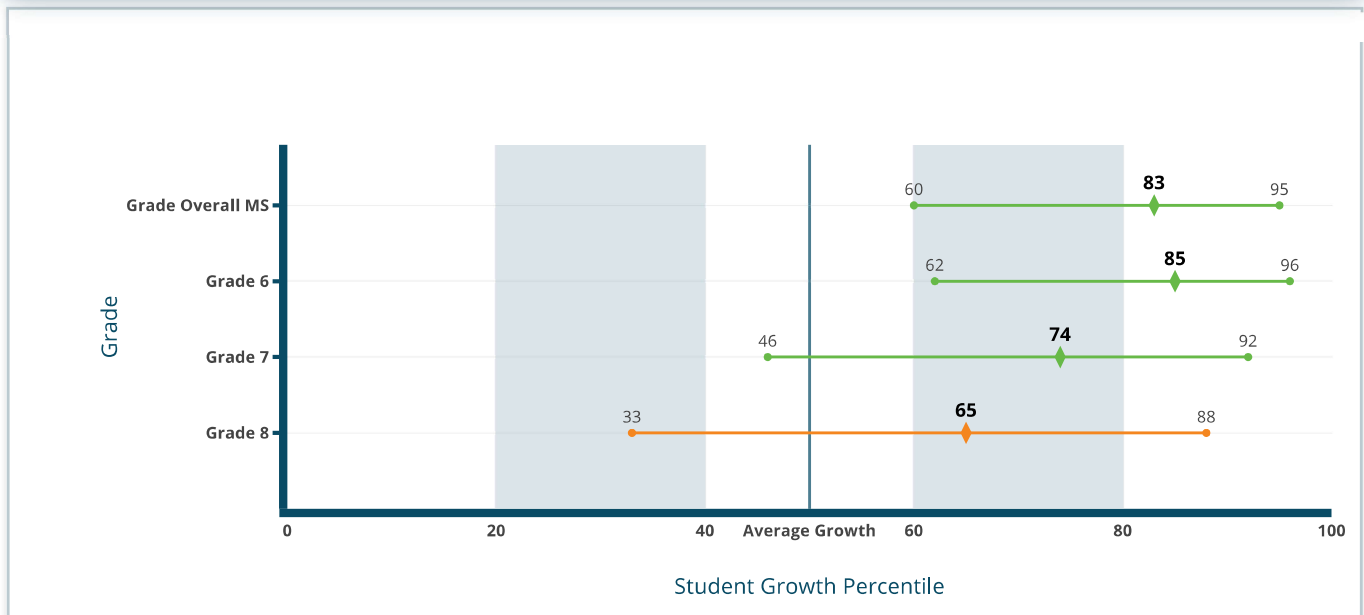
District:  
Green Dot

School Name:  
Animo Ellen Ochoa Charter Middle

School Code:  
0123992

Address:  
4360 Dozier St. Los Angeles, CA  
90022-1840

## Growth in Math among Latinx Students, 2023-2024



## Metric Breakdown

### Grade Overall MS

Growth Est: 83  
 Index Level: 9  
 Confidence Interval: 60-95  
 Number of Students: 265

The growth percentile is 83 which represents above average growth. Students in this case grew 13 scale score points greater than similar students.

### Grade 6

Growth Est: 85  
 Index Level: 9  
 Confidence Interval: 62-96  
 Number of Students: 60

The growth percentile is 85 which represents above average growth. Students in this case grew 22 scale score points greater than similar students.



**Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.**

The growth percentile is 74 which represents above average growth. Students in this case grew 10 scale score points greater than similar students.

The growth percentile is 65 which represents average growth. Students in this case grew 6 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

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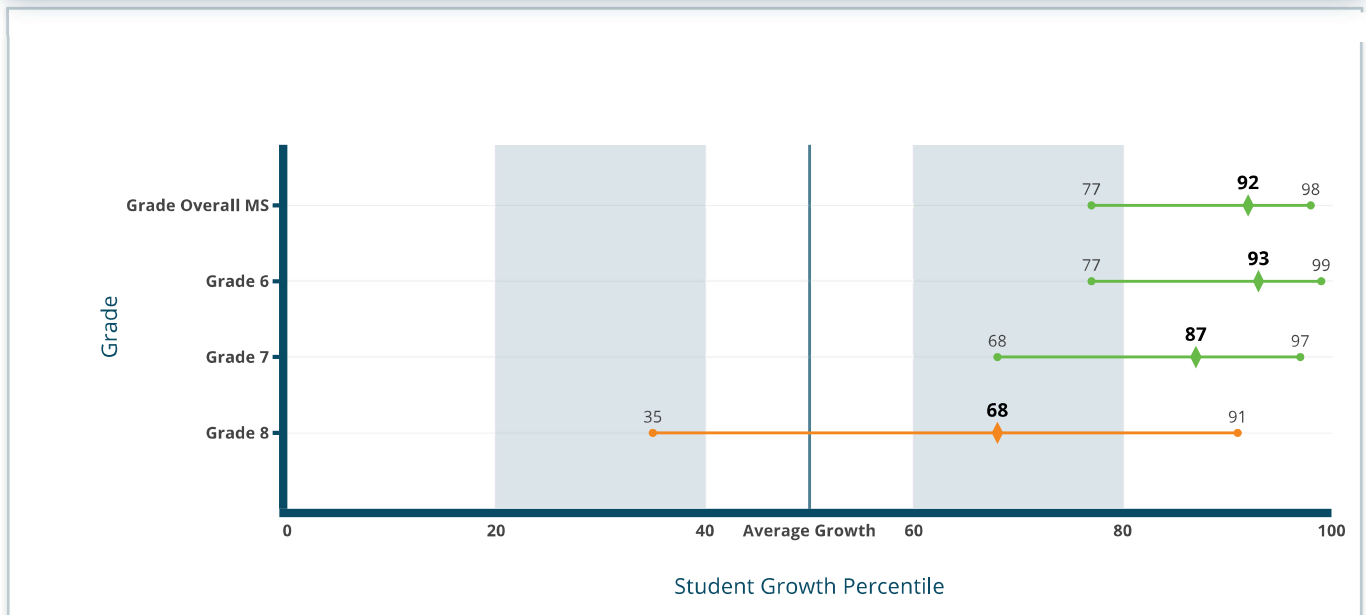
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## Growth in English Language Arts among Socio-Economically Disadvantaged Students, 2023-2024



### Metric Breakdown

#### Grade Overall MS

Growth Est: 92  
 Index Level: 10  
 Confidence Interval: 77-98  
 Number of Students: 260

The growth percentile is 92 which represents above average growth. Students in this case grew 20 scale score points greater than similar students.

#### Grade 6

Growth Est: 93  
 Index Level: 10  
 Confidence Interval: 77-99  
 Number of Students: 57

The growth percentile is 93 which represents above average growth. Students in this case grew 28 scale score points greater than similar students.



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The growth percentile is 87 which represents above average growth. Students in this case grew 19 scale score points greater than similar students.

The growth percentile is 68 which represents average growth. Students in this case grew 6 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

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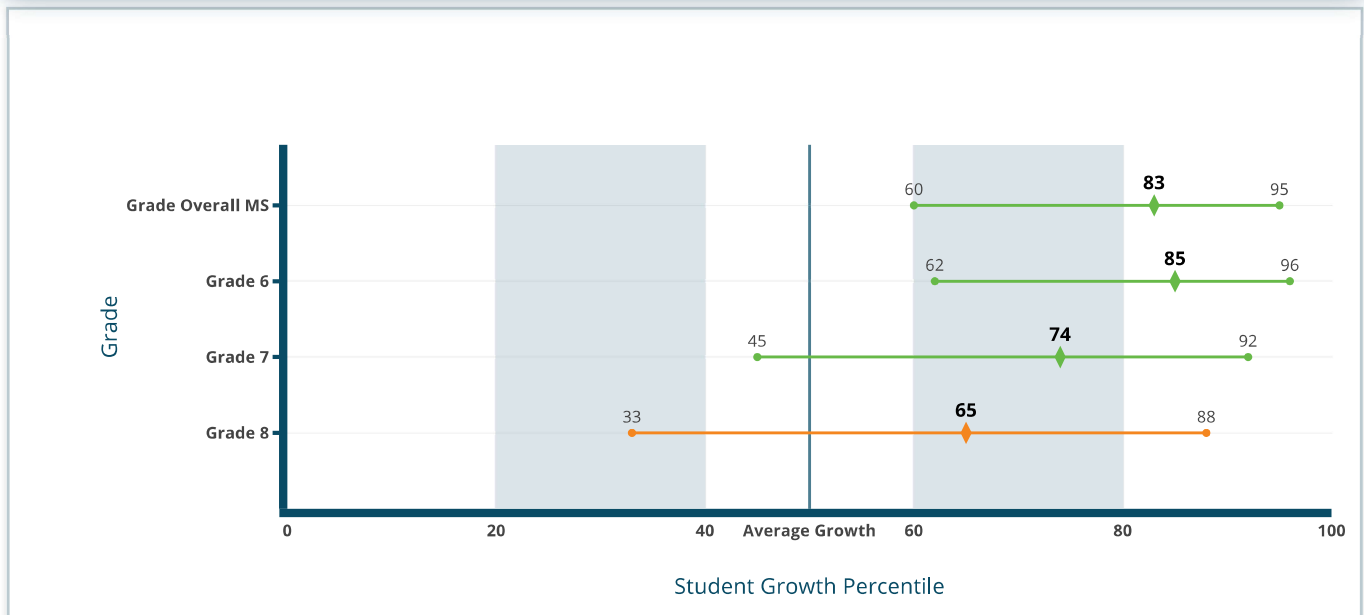
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90022-1840

## Growth in Math among Socio-Economically Disadvantaged Students, 2023-2024



### Metric Breakdown

#### Grade Overall MS

Growth Est: 83  
 Index Level: 9  
 Confidence Interval: 60-95  
 Number of Students: 260

The growth percentile is 83 which represents above average growth. Students in this case grew 13 scale score points greater than similar students.

#### Grade 6

Growth Est: 85  
 Index Level: 9  
 Confidence Interval: 62-96  
 Number of Students: 57

The growth percentile is 85 which represents above average growth. Students in this case grew 22 scale score points greater than similar students.



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The growth percentile is 74 which represents above average growth. Students in this case grew 10 scale score points greater than similar students.

The growth percentile is 65 which represents average growth. Students in this case grew 6 scale score points greater than similar students.



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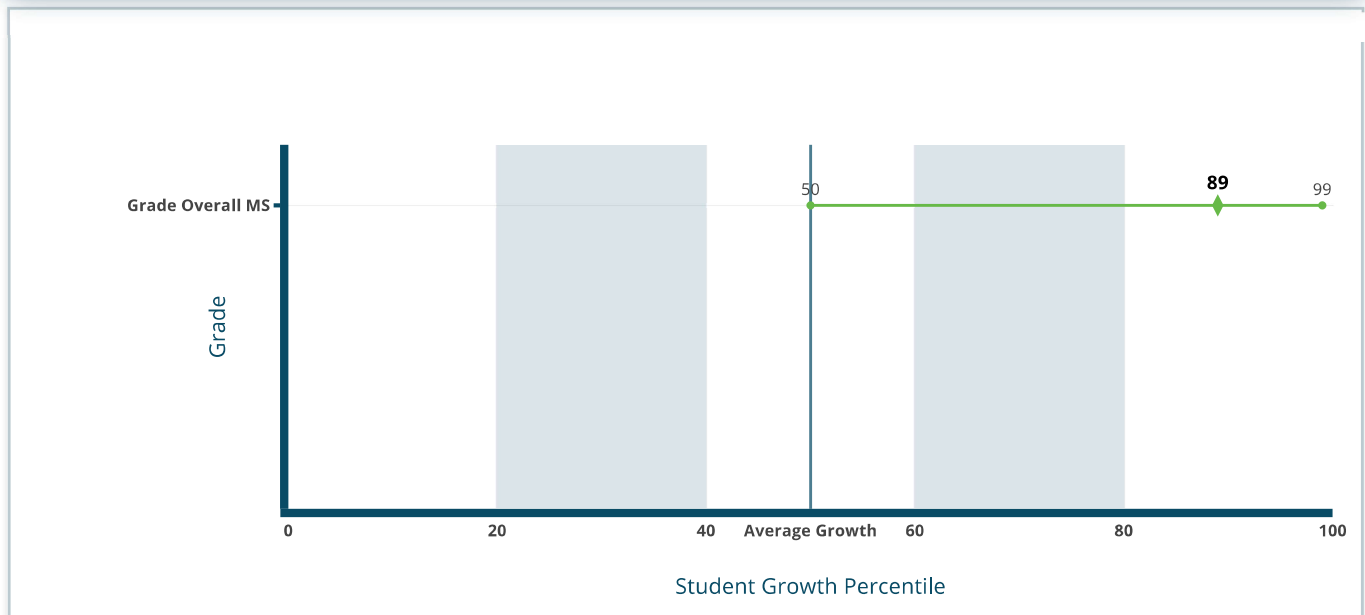
District:  
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90022-1840

## Growth in English Language Arts among Students With Disabilities, 2023-2024



## Metric Breakdown

### Grade Overall MS

Growth Est:	89
Index Level:	9
Confidence Interval:	50-99
Number of Students:	34

The growth percentile is 89 which represents above average growth. Students in this case grew 17 scale score points greater than similar students.



Notice: Due to ongoing issues with CALPADS extracts, files loaded after August 27th, 2024 may contain errors that have an impact on the posted results. In particular, the EL subgroups (EL, RFEP, EL-RFEP) should not be relied on. Once the issues are fixed and corrected files can be uploaded, the posted metrics may shift.

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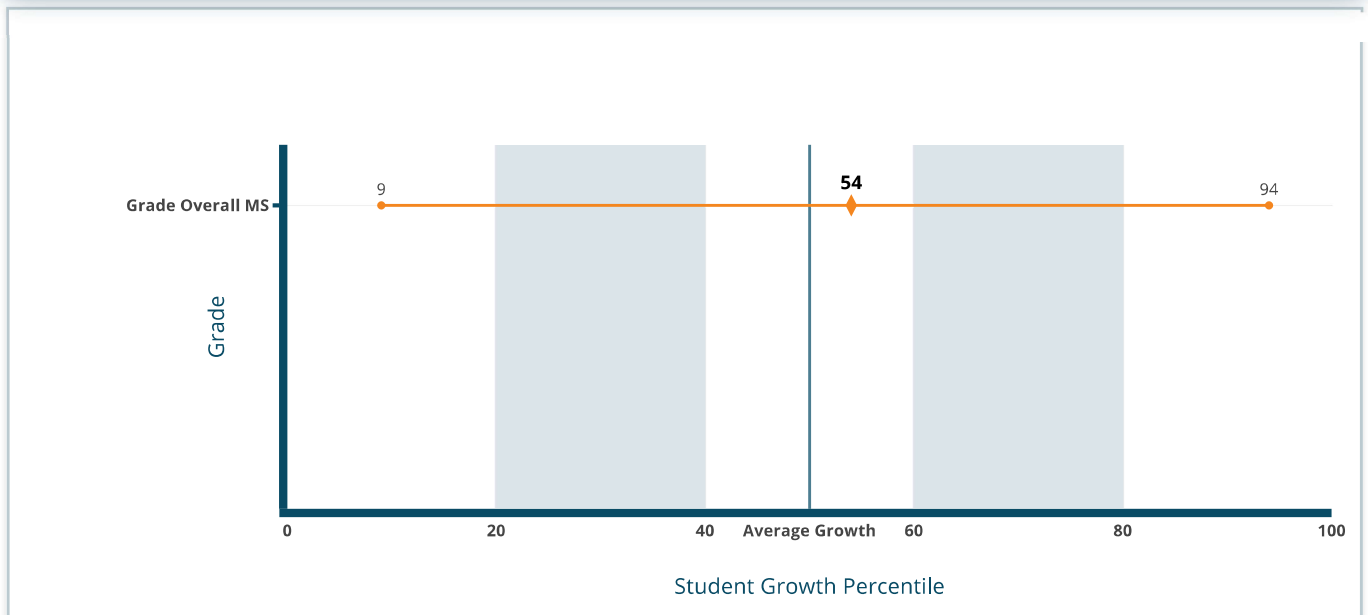
District:  
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90022-1840

## Growth in Math among Students With Disabilities, 2023-2024



## Metric Breakdown

### Grade Overall MS

Growth Est:	54
Index Level:	6
Confidence Interval:	9-94
Number of Students:	34

The growth percentile is 54 which represents average growth. Students in this case grew 1 scale score points greater than similar students.



ATTACHMENT D



**LOS ANGELES UNIFIED SCHOOL DISTRICT**

**Board of Education Report**

DESEGREGATION IMPACT STATEMENT (DIS)

ÁNIMO ELLEN OCHOA CHARTER MIDDLE

BOARD OF EDUCATION REPORT 085-25/26

October 14, 2025

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 540 students in grades 6-8 in each year of the charter term.

II. Summary Description of Current District Practice:

Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.

III. Proposed Change:

The approval of this charter petition would renew the charter of Ánimo Ellen Ochoa Charter Middle for five (5) years beginning July 1, 2026 until June 30, 2031.

IV. Effects of This Proposal:

The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.

V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:

If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services.

VI. If proposed action affects negatively any desegregation program, list other option(s) identified:

If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

IMELDA P. PHILLIPS, Ed.D.  
Specialist  
Charter Schools Division

APPROVED BY:

KEITH H. ABRAHAMS, III  
Executive Director  
Student Integration Services