



Ocean Charter School
Plan for Low Performing Student Block Grant – 2018-19

The following outlines the plan related to the spending of the Low Performing Block Grant Funds.

1. Summary of how the funds will be used to increase or improve evidence-based services for pupils identified:
 - a. Targeted intervention using evidence-based strategies is provided to students who are not yet meeting grade level standards in ELA and/or Math
 - b. Professional development on evidence-based strategies for teachers on differentiation to meet the needs of struggling students
 - c. Targeted mentoring for teachers with less experience and/or more struggling students to increase the use of evidence-based strategies to support struggling students
 - d. Increase in number of classroom assistants to provide more support to struggling students using evidence-based strategies

2. How will the effectiveness of the evidence-based services be measured?

Ocean Charter School uses internal benchmark assessments called the easyCBMs. These assessments measure student growth towards grade level proficiency in both ELA and Math. The effectiveness of the evidence-based services will be measured in ongoing assessments using the easyCBM, as well as other measures, such as DIBELS, Qualitative Reading Inventory, Target Reading, standards-aligned textbook based Math check points, and CAASPP practice tests and interim assessments. Ultimately, progress will be measured in increases in student performance on the annual CAASPP.

3. How are services aligned with and described in the LEA's local control and accountability plan?

The services described above are aligned with and described in Ocean Charter School's LCAP as follows.

- Ocean Charter School's Goal 2 is to "Increase pupil achievement among struggling students in core academic areas".
- Ocean Charter School's Goal 5 is to "Improve consistency of implementation of common core math and writing standards".
- Ocean Charter School's Goal 7 is to "Increase positive school climate by further developing social emotional skills". OCS finds ample evidence that building students' social emotional skills has a direct effect on their learning and academic performance. Therefore, this goal aligns with increasing the performance of our low performing students.

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