

CALIFORNIA COLLABORATIVE
FOR EDUCATIONAL EXCELLENCE

LEARNING ACCELERATION SYSTEM



Evidenced-based strategies for rapid student progress



Introductions

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What is the Learning Acceleration System Grant?

The Learning Acceleration System Grant focuses on the development of a California education network to advance student progress, such that students experience strong and rapid improvement in their mastery of knowledge and skills. The three grantee projects contribute to sustainable learning networks, online learning and resources, and education to:

- Ensure California's educators have access to high-quality acceleration strategies;
- Demonstrate the impact of evidence-based accelerated learning strategies for students with high needs, including English Learners, students with disabilities, and low-income students; and
- Create or expand existing evidence-based professional development opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning acceleration.

Why Learning Acceleration?

COVID-19

School interruptions,
distance learning,
accessibility to education
contributing to reduced
gains in measured learning



Disproportionate Effects

Reduced gains in
measured learning
pronounced in most
vulnerable student
groups



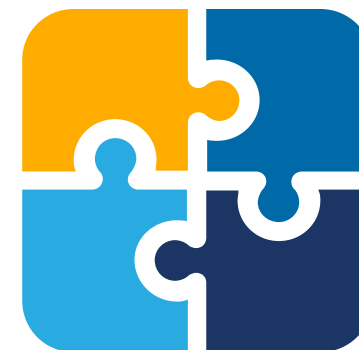
Statute: AB 130 (Sec. 152), Ch. 10, Statutes of 2021

CCEE to administer, in partnership with
selected COE(s), evidence-based
professional education for educators
that can support learning acceleration in
mathematics, literacy, and language
development (\$45 million)

Selection of Learning Acceleration System Grantees

Puzzle Pieces:

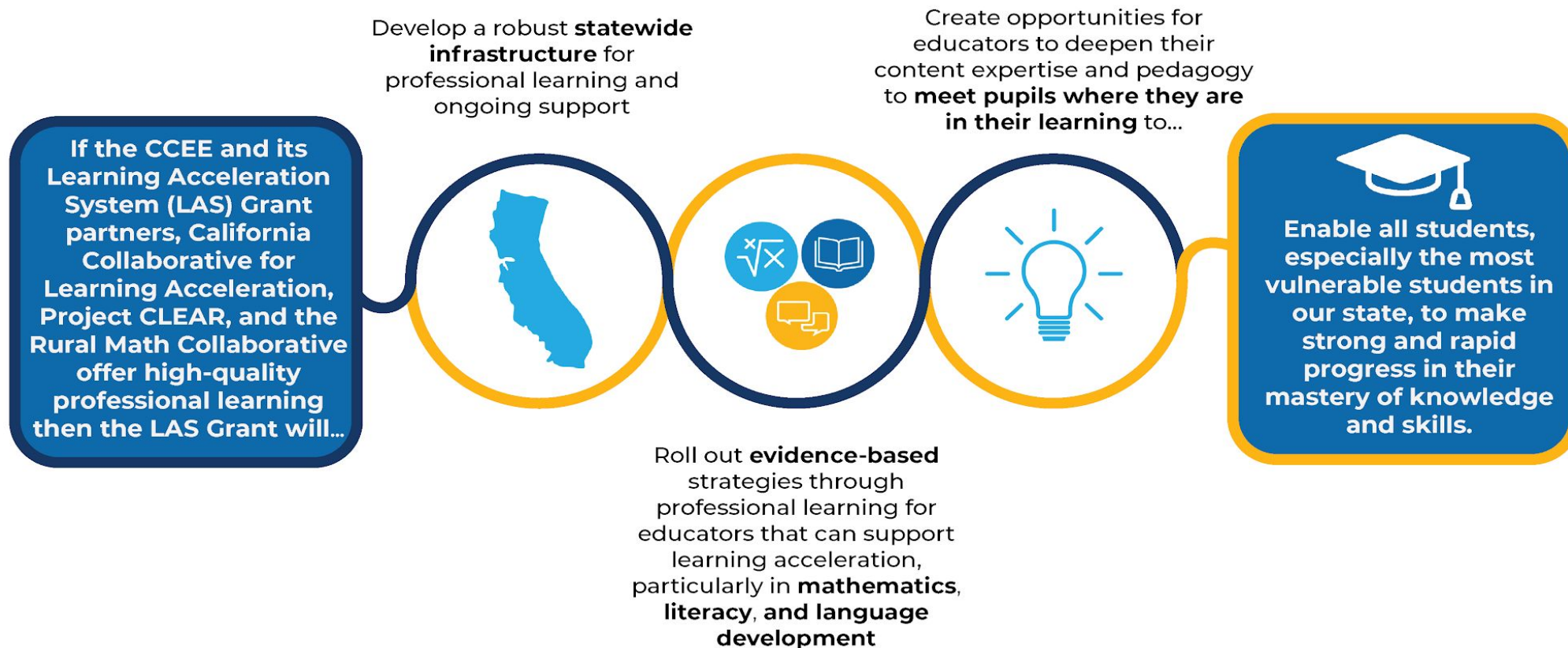
Grants were awarded in April 2022 through a competitive application process. The CCEE received 9 proposals in response to the Learning Acceleration System Grant Request for Proposals. Three projects were selected. Together, the projects contribute sustainable learning networks, online learning and resources, and education to advance student progress.



Priorities Guiding Selection:

- ★ Coverage across content areas (mathematics, literacy, language development)
- ★ Geographic reach
- ★ Plan for educator outreach and participation
- ★ Impact on the classroom
- ★ Internal evaluation plan
- ★ Strength of evidence-base for proposed strategies
- ★ Allocation of funds
- ★ Capacity
- ★ Strength of proposed partnerships
- ★ Strength of proposed structure (for implementation and sustainability)

Theory of Action



California Collaborative for Learning Acceleration (CCLA)

Lead: Santa Clara COE

CALIFORNIA COLLABORATIVE for **LEARNING ACCELERATION**

 Santa Clara County Office of Education

Content Areas



Math



Literacy



Language Development

Regional Hub Structure

Region 1: Placer COE, CCS Regions 1, 2 & 3

Region 2: Contra Costa COE, CCS Region 4

Region 3: Santa Clara, CCS Region 5 & 6

Region 4: Tulare COE, CCS Region 7 & 8

Region 5: Riverside COE, CCS Region 9

Region 6: Imperial COE, CCS Region 10

Region 7: Los Angeles COE, CCS Region 11

Institutes of Higher Education and Non-Profit Partners

Center to Support Excellence in Teaching, Stanford University

Connie L. Lurie College of Education, San Jose State

University

California Partnership for Math and Science Education

California Collaborative for Learning Acceleration (CCLA)

Key Components of CCLA:

- Online, asynchronous professional learning modules across content areas available statewide
- Regional hub structure to disseminate information, facilitate regional CoPs, and deliver training and additional support
- Development of a Learning Acceleration Plan template to guide LEA's improvement efforts
- 8-12 school sites per region will be selected for customized coaching and plan implementation, including adoption or scaling of evidence-based practices (tutoring and small group instruction)



Upcoming Professional Learning Opportunities



Online Module Launch - February 2023



CCLA Annual Summit - March 11, 2023

California Literacy Elevation By Accelerating Learning (Project CLEAR)

Lead: San Diego COE

Content Areas



Literacy



Language Development

COE Partners

Lake Merced

Institutes of Higher Education and Non-Profit Partners

St. Mary's College, Comprehensive
Literacy Center



California Literacy Elevation by Accelerating Learning (Project CLEAR)

Key Components of Project CLEAR:

- Grant funded graduate-level coursework offered to any educator, including educators of multilingual students, interested in building reading intervention expertise
- Capacity building at the COE and LEA level by creating literacy teams and networks within districts and school sites to implement strategies to accelerate literacy (e.g., coaching)
- Statewide professional learning accessible by all educators around powerful literacy teaching and learning, including practical tools and immediately applicable strategies to accelerate literacy



Upcoming Professional Learning Opportunities



Literacy Learning Series:

- **February 13, 2023** - *Gathering data during focused learning groups*
- **February 21, 2023** - *Expanding English vocabulary in any student language*
- **February 27, 2023** - *Writing & sketching in response to reading*



Grant-funded graduate level coursework for teachers and teacher leaders

Rural Math Collaborative (RMC)

Lead: Lake COE

Content Areas

 Mathematics

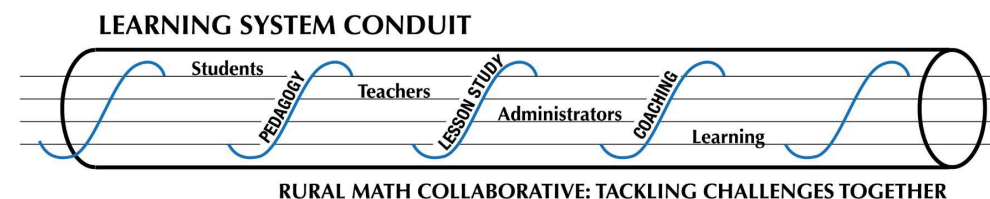
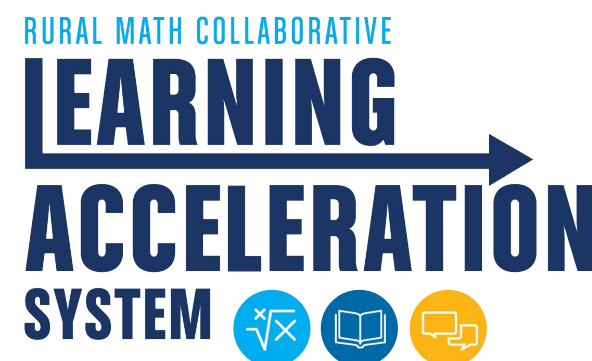
COE Partners

Butte (Grant Co-Lead)

Colusa	Inyo	Mono	Sutter
Del Norte	Lassen	Nevada	Tehama
Glenn	Mendocino	Shasta	Trinity
Humboldt	Modoc	Siskiyou	Yolo

Institutes of Higher Education and Non-Profit Partners

The Chico Math Project, California State University, Chico
The North Coast Math Project, Sonoma State University



Rural Math Collaborative (RMC)

Key Components of the Rural Math Collaborative:

- Deliberate focus on supporting small, rural, and/or remote local educational agencies to accelerate learning in mathematics through evidence-based practices and sustainable structures for professional learning.
- Four pathways to professional learning through RMC:
 1. Coaching
 2. Lesson Study
 3. Intervention
 4. Asynchronous Modules
- Online, asynchronous professional learning modules on mathematics instructional strategies and concepts from the California Mathematics Framework



Online Module Launch - Fall 2023



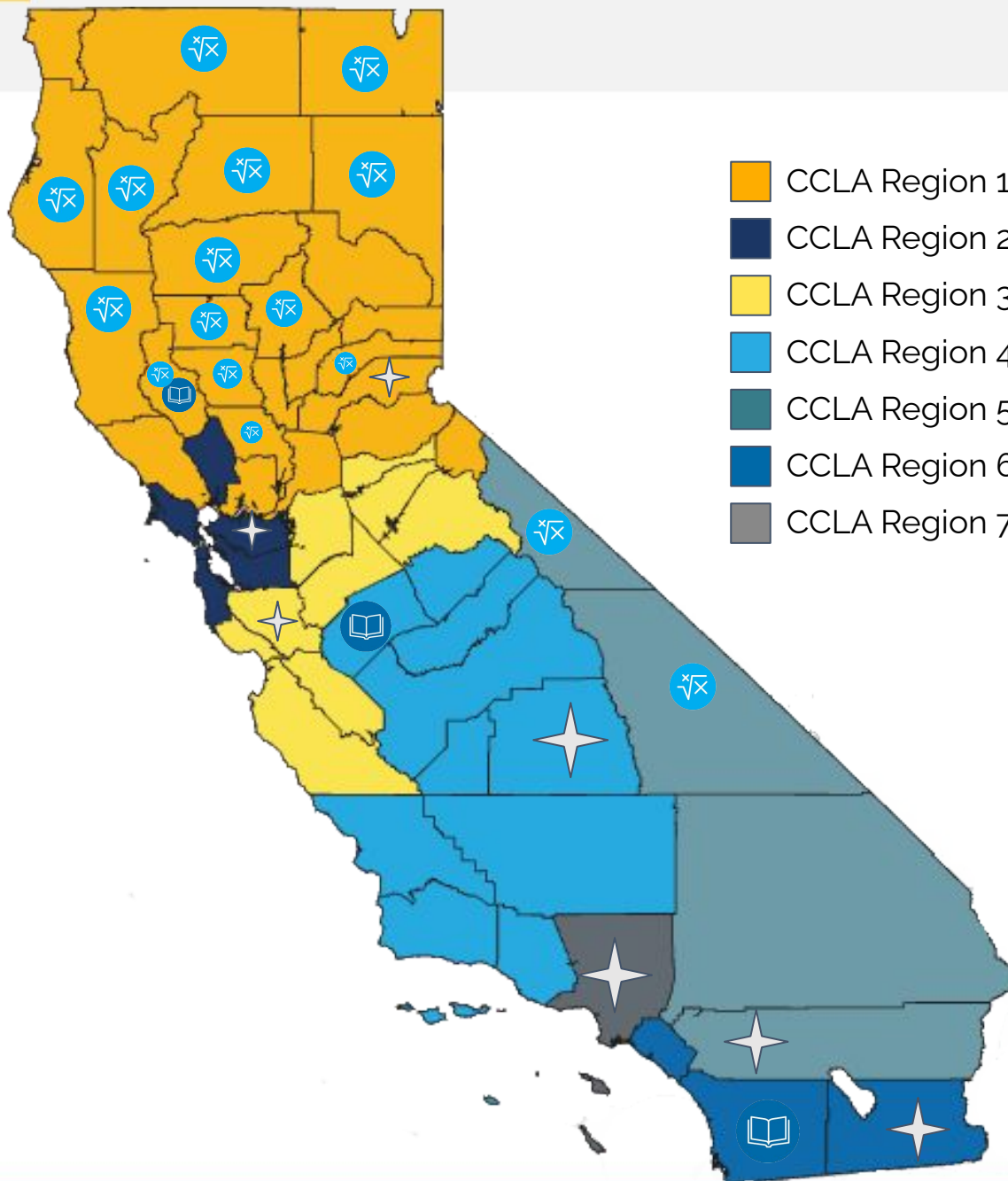
CCLA Regional Hub



Rural Math Collaborative Partner



Project CLEAR Partner



Learning Acceleration System Grant Professional Learning Network

Network Goal:

- To form a learning community focused on developing, sharing, aligning, and scaling evidence-based best practices related to learning acceleration across California.
- To develop strategies for systematically evaluating learning acceleration for the purposes of improvement, sustainability, and communication.

Past Themes:

- Welcoming and Collective Agreements
- Understanding Internal and External Evaluation
- Developing and Assessing Quality Professional Learning

Next Session: March 2, 2023



Internal and External Evaluations

Partners: Education Northwest & Social Policy Research Associates

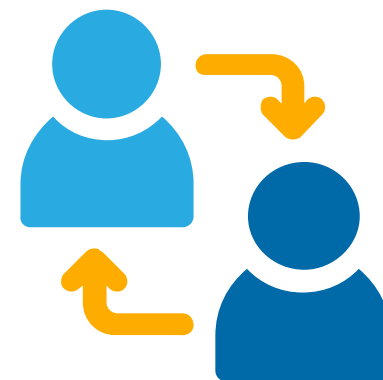
Internal Evaluations

Grantees are required to conduct individual evaluations of their projects **and** participate in a CCEE evaluation of the grant as a whole

- Project CLEAR – Student work done with Teacher/Teacher Leader
- Rural Math Collaborative – Lesson Study interviews with focal students
- CCLA – Hiring analysts at Regional Hubs to help gather and consolidate data

Collective Problem Solving around:

- Survey fatigue
- Asynchronous content and barriers to access



External Evaluation

Goals

- Evaluate the **collective impact and success** of the Learning Acceleration System Grant in achieving desired outcomes.
- **Identify successful systems, structures, and delivery models for professional learning** worthy of replication to build a robust statewide infrastructure for professional learning.
- Support the California Collaborative for Educational Excellence to **evaluate and make recommendations regarding professional learning opportunities that positively impact teacher practice and student outcomes**, address existing needs, and align with related initiatives.

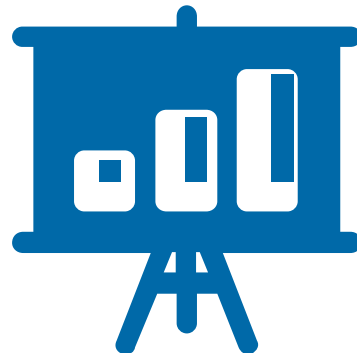
Methods and Data

- Qualitative: Document analysis, observations, focus groups, interviews, student data (when available)
- Quantitative: State level administrative data, pre and post surveys, student data (when available)

External Evaluation continued

Work Accomplished

- Finalized literature review, evaluation plan, and [logic model](#) that reflects the intended impact of the grant
- Advisory group established for 2022-2023
- Collaborative development of focus group, observation, and survey protocols
- Focus groups with project leads



Next Steps

- Observations of professional learning sessions and survey of participants starting Spring 2023
- Continue refining process for document collection and assessing impact of professional learning
- Data memo due Summer 2023



Thank you

**Please visit our new LAS Grant
Website**