

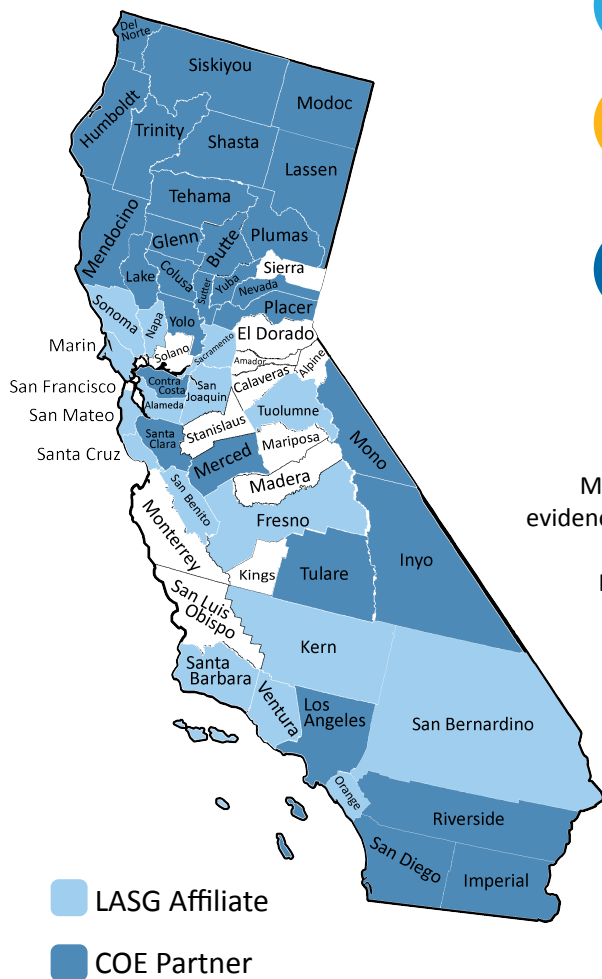
Developing a System for Learning Acceleration in California

Reflecting on the First Year of Grant Implementation

The California Collaborative for Educational Excellence administers the \$50 million statewide Learning Acceleration System Grant (LASG). The 5-year grant is being used to develop, in partnership with county offices of education, a California education network to advance student progress through evidence-based professional learning for educators in mathematics, literacy, and language development.

The formative data collected during the first full year of grant implementation will shape future work to increase engagement and impact. The highlights below represent initial findings from early efforts of the LASG grant-funded projects to build systems and capacity to support California educators and students.

LASG Participation 2022-23



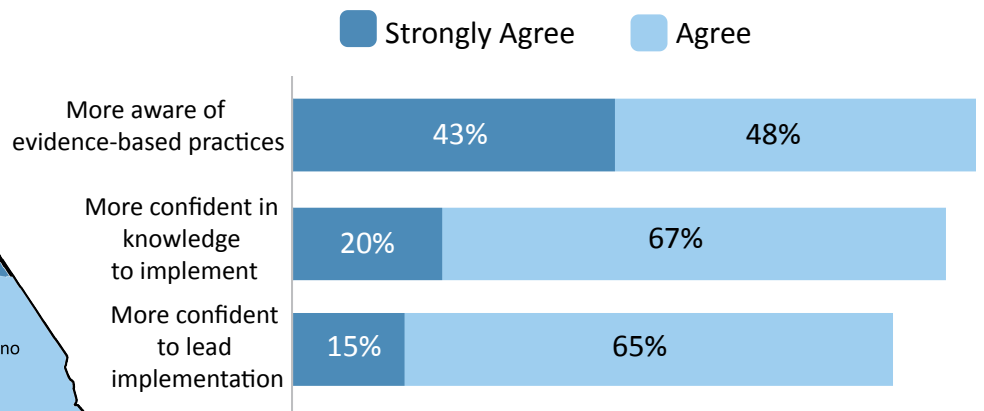
87% of participants reported that professional learning opportunities were high quality, relevant, and useful.



Attendance data collected in April 2023 indicated that LASG professional learning activities had already reached approximately 374 educators across California.



Close to half (44%) of LASG participants said they had already made changes to their instructional practice based on what they learned.



“The systematic and evidence-based structure for teaching and learning have allowed my students to accelerate at a rate I hadn’t anticipated. I was very pleased.”
 – Professional learning participant

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Grant Projects

California Collaborative for Learning Acceleration

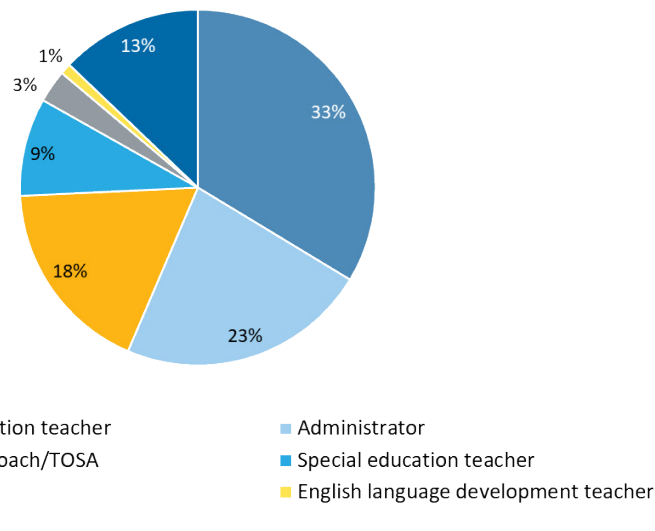
Project lead: Santa Clara County Office of Education

- Designing statewide professional learning and interventions around evidence-based strategies in literacy, language development, and mathematics.
- Offers online, asynchronous learning modules available to all educators, free of charge.
- CCLA participants reported a 97% satisfaction rate with the online modules and CCLA's 2023 Annual Summit.

"I now know that acceleration is not about moving fast but about moving students' thinking forward to access current level content."

– CCLA participant

Roles of Individuals that Accessed CCLA Online Courses



Project CLEAR

Project lead: San Diego County Office of Education

- Provides a grant-funded opportunity for educators, including educators serving multilingual students, to deepen expertise in reading intervention via a free graduate-level online coursework training program.
- Provides free professional learning sessions around powerful, immediately applicable teaching strategies for literacy.

"And when they finish the program, the change is incredible. They feel proud of themselves...They feel like skilled readers, writers, and students."

– Project CLEAR participant

	Descriptor	Avg Point Change (1-6 Scale)
2022-23 Teacher Leaders' Pre and Post Survey Results	Increased teacher leader and administrator capacity to provide high quality coaching in early literacy	3.34 Point Increase (57.2% Increase)
	Increased teacher leader/administrator knowledge, skills and attitudes in evidence-based prevention and intervention practices and coaching.	2.78 Point Increase (46.3% Increase)

Rural Math Collaborative

Project lead: Lake County Office of Education

- Offers four primary pathways to receive grant-funded support for participating local educational agencies (LEAs): coaching, lesson study, evidence-based interventions in mathematics, and asynchronous professional learning modules highlighting teaching strategies from the California Mathematics Framework.
- Includes a distinct focus on the unique needs of small, rural, and/or remote LEAs.

"One of my favorite things about this program is that I have been able to find strategies that I use now daily in my classroom."

– RMC participant



Building infrastructure and relationships of support in mathematics instruction across 20 rural counties.



This year, approximately 450 students participated in the public lesson phase of the lesson study cycle, where educators put learning into practice.



27 lesson study teams, comprised of 94 administrators and classroom teachers, have been created and will run lesson study cycles in the 2023-24 school year.