

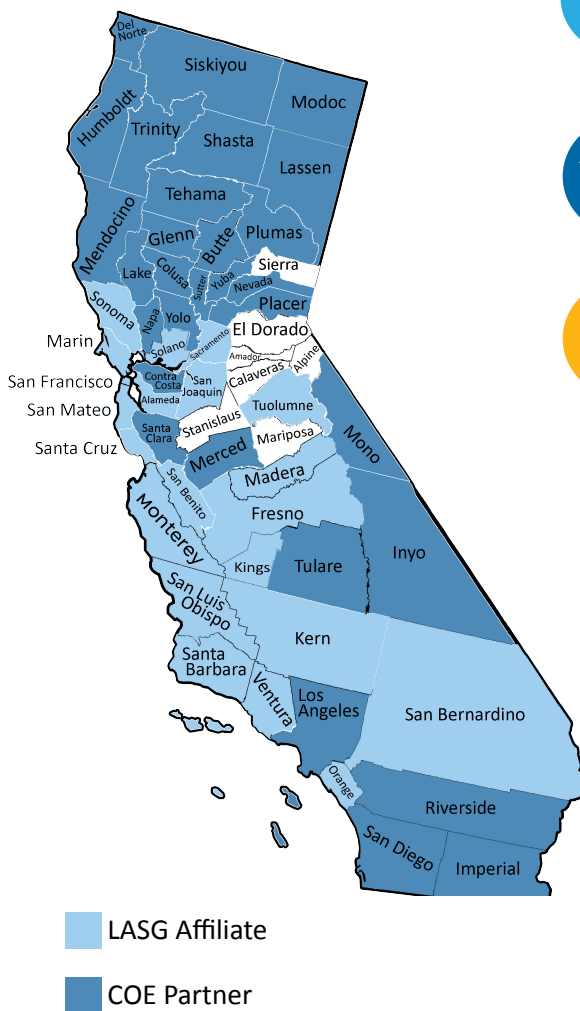
Implementing a System for Learning Acceleration in California

Insights from Year Four of Grant Implementation

The California Collaborative for Educational Excellence administers the \$50 million statewide Learning Acceleration System Grant (LASG). The 6-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 data collected during 2024-25 will help direct our collective efforts to maximize reach and impact in the final years of the grant. The highlights below reflect notable accomplishments from all grant-funded projects as the Learning Acceleration System Grant continues to build systems and capacity in support of California educators and students.

LASG Participation 2024-25



Attendance data collected in Spring 2025 indicated that LASG professional learning activities had reached approximately 2,125 educators across California, more than double the amount reached in 2023-24.

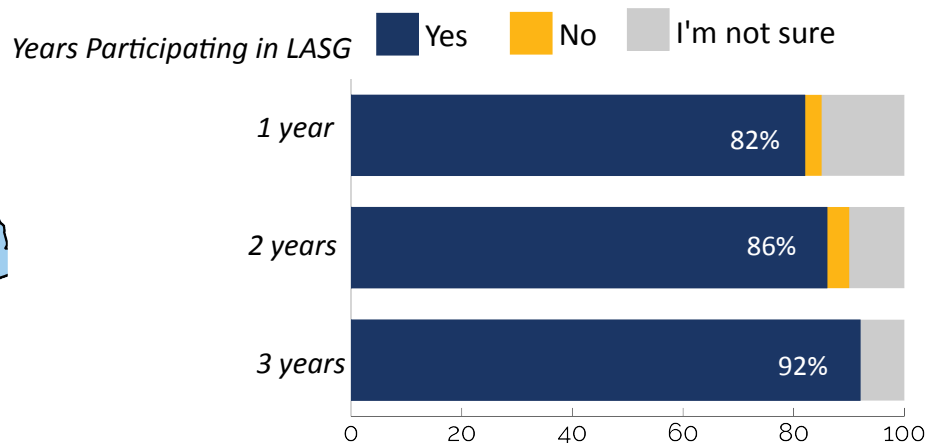


76% of LASG participants* said they had already made changes to their instructional practice based on what they learned through grant opportunities.



Overall, 84% of participants* felt their participation had impacted students, and this was greater for participants who engaged with the LASG more regularly and for more years

Do you feel like your participation has impacted students?



*Survey was administered Spring 2025 by evaluation partners to all LASG participants (N=533)

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lasgrant.ccee-ca.org

Project Highlights

California Collaborative for Learning Acceleration

Project lead: Santa Clara County Office of Education

- Developed BRIDGES to Learning Acceleration, a seven-component model designed to highlight best practices in learning acceleration
- Transitioned free, interactive, self-paced online modules for educators to Canvas for credit
- Delivered hands-on support and services in the core content areas to 130+ LEAs, more than doubling the amount of LEAs served last year
- Facilitated statewide workshops and an annual summit, bringing educators together to collaborate and share best practices in math, literacy, and language development

Project CLEAR

Project lead: San Diego County Office of Education

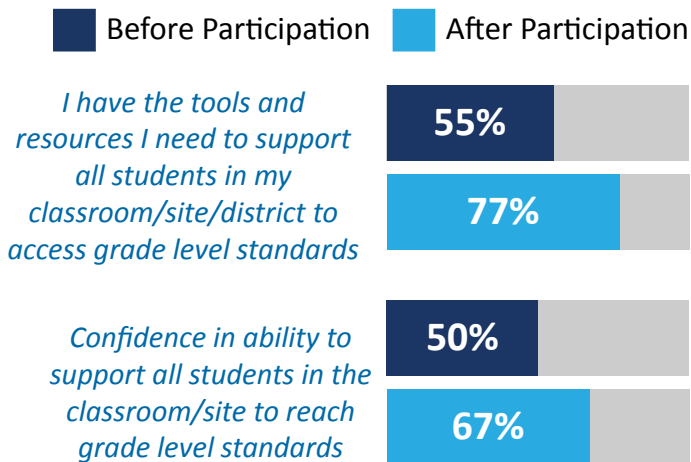
- Preliminary data shows that 260 students who received services achieved strong, accelerated academic growth across the 20-week intervention period
 - *The adjacent table compares phonemic awareness and phonics growth between Project CLEAR 1st graders who participated in Descubriendo la Lectura (DLL) to typical 1st graders across the U.S. By the end of the year, Project CLEAR students outperformed and saw greater growth than the average 1st grader*
- Continued offering a 2-unit literacy assessment courses for educators, administrators, and Spanish teachers, doubling their participation since last year
- Developed a six-module blended learning training in literacy support strategies for paraprofessionals

Rural Math Collaborative

Project lead: Lake County Office of Education

- In year 4, RMC support to math coaches expanded to 27 teams across 13 counties, blending returning and new coaches in a structured model anchored in Jim Knight’s Impact Cycle and the TRU framework
- The RMC trained 25 new Lesson Study teams across 11 counties. RMC's Lesson Study work was spotlighted at the 2025 CANMEE Lesson Study Convening
- Implemented math intervention programs in 4th grade and at the secondary level that reached over 1,800 students
- In partnership with the CA Mathematics Project, the RMC team developed asynchronous modules on Number Sense available to all California educators

CCLA educators' perspective on supporting student access to grade level standards



Descubriendo la Lectura (DLL) 2024-2025 Grade 1 Phonemic Awareness/Phonics Growth			
	Average Scores		
	Fall	Year-End	Gain
Project CLEAR DLL Students (Fall)	8	39	+31
Typical 1 st grader	27	35	+8

I was not confident in teaching math and therefore I kept a tight lid on what we did for math. Once I became more confident on the direction we were headed I loosened up on the path the students were able to take to get there and I noticed a lot more success and I was able to really give individual attention to the students who didn't understand, as opposed to forcing all of the students to do one thing one way.

-RMC Coachee