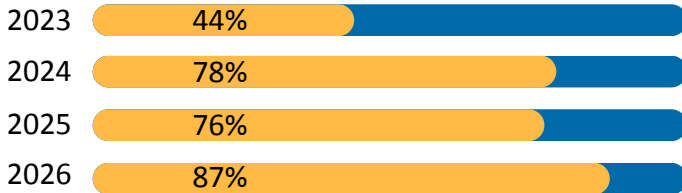


Accelerating Learning for all Students

The percentage of participants who changed their practice after participating in LASG professional learning has doubled since the start of the grant showing how participation in the LASG has impacted classroom instruction. This has translated into increased student engagement and improved learning experiences.

Have you already made a change in your practice?

% who said "Yes"



90% of respondents believed their participation had an impact on students. 96% of those that engaged in regular professional learning reported impacts on student learning.



*Engaging in professional learning has a positive impact on my middle-schoolers because it helps me implement effective, research-based instructional strategies for my struggling readers. This results in more engaging and inclusive lessons that truly address my students' academic and language needs. Consequently, **my students experience better understanding, increased participation, and improved achievement** in the classroom.*

- Professional Learning Participant

Sustaining Learning Acceleration

As California looks beyond the grant period, sustaining the impact of the LASG program requires intentional planning to maintain and scale what has proven effective. Data demonstrates a strong foundation for sustainability, including movement toward a robust infrastructure for high-quality professional learning, expanded use of evidence based strategies, and increased support for students.

95% of participants will continue using the practices learned through grantees after the LASG grant ends

93% of participants feel confident sustaining these instructional strategies independently

93% of participants plan to continue collaborations with other educators, schools, and LEAS

97% of participants believe the LASG contributed to lasting improvements in how the school/ district/ county supports evidence based professional development