

LEARNING ACCELERATION SYSTEM GRANT

California Collaborative for Learning Acceleration

The Learning Acceleration System Grant (LASG) aims to help California students and educators recover from lost instruction and diminished academic outcomes that resulted from the COVID-19 pandemic. Operated by the California Collaborative for Educational Excellence, the LASG provides funding to build local educational agencies' capacity to accelerate academic progress through evidence-based strategies, with specific goals to **increase learning among educators** and **accelerate learning for students**.

The California Collaborative for Learning Acceleration (CCLA) is a LASG recipient working to transform student learning in math, literacy, and language development. Led by the Santa Clara County Office of Education and six regional hubs, CCLA provides free online courses, statewide workshops, and annual summits for leaders, educators, and paraeducators. CCLA also offers targeted site-specific professional learning and coaching to build capacity in evidence-based accelerated learning strategies, such as small group instruction, tutoring, and focusing on priority content.

In year 3 (2023–2024) of the LASG, CCLA:

Increased enrollment in asynchronous online courses to 500 educators across 38 counties

Provided professional learning and site-based support to educators in 42 schools across 32 districts

Supported regional hubs to offer over 80 professional learning opportunities in local schools and districts through cohort-based and one-time trainings

Increasing learning among educators

CCLA is building a collaborative statewide community of learners. CCLA offers leaders, educators, and paraeducators professional learning opportunities such as network improvement communities, coaching, and implementation support. 93% of participants agreed that CCLA facilitated opportunities to collaborate with other educators, and over 90% said they regularly ask for or offer instructional advice or support to other educators.

“We create space for people to learn together and collaborate and share and try in a safe way and have coaching support. And that is the secret sauce to help people with implementation and impact.”

– CCLA staff member

“Something that’s been really powerful for CCLA is a collective expertise across the state ... we’re leveraging the talents and expertise from all the content folks from the seven regional hubs and bringing all these brilliant minds together and working collaboratively on everything we do.”

– CCLA staff member

CCLA is transforming educator mindsets to embrace learning acceleration. Learning acceleration involves adopting asset-based approaches. 88% of respondents to the 2023–24 LASG participant survey said they better understand the definition of an asset-based mindset, and 87% said they better understand how to apply asset-based approaches in teaching practice.

“I now understand acceleration as a mindset so I am not trying to fill holes but build bridges to grade-level content. I do this in intervention groups as well as with helping teachers at my site plan instruction.”

– CCLA participant

“I was skeptical at first. I believed it was obvious that you had to remediate before you could move on, but as I came to understand it, I realized that acceleration is the logical approach. I am now a believer and supporter.”

– CCLA participant

CCLA is building educators’ confidence and their ability to practice learning acceleration strategies and impact students.

“[CCLA] has strengthened my teaching ability and confidence overall with math instruction. It has also helped me design more intentional instruction and provide stronger supports for my students. Additionally, it has been helping my students take more ownership with math and build a more widespread positive math culture at my school site.”

– CCLA participant

“I am optimistic that with each passing year, my teaching skills will improve and my impact will be that much greater for my students. I believe they will continue to demonstrate positive growth and improvement.”

– CCLA participant

BRIDGES to Learning Acceleration is CCLA’s seven-component model designed to highlight best practices in learning acceleration, addressing the following: **B**eliefs, **R**elationships, **I**nstruction, **D**ata, **G**rowth through Feedback, **E**fficacy, and **S**ystems

Teacher success story: Building self-efficacy. A CCLA regional hub leader shared the story of two teachers who previously struggled to meet expectations but experienced a remarkable turnaround through their participation in the site-specific professional development. In this instance, the teachers participated in a networked improvement community for math instruction facilitated by CCLA leaders. “Two of the people in the grant that outperformed their colleagues were typically the underperforming teachers,” the leader explained. “This work has built confidence in teaching and in how to support students,” the leader added, emphasizing how the program “built that efficacy that the teachers were seeking and the focus that I think they lacked for a long time.”

Accelerating learning for students

Participating educators report that students are more engaged and confident in their learning.

“I see growth academically and social-emotionally. The children use a growth mindset and become more confident with their manipulatives and little wins throughout the year.”

– CCLA participant

“I enjoyed gaining different strategies to implement in class and watching my students learn, progress, and apply. But more specifically, I loved to see my students proud of their progress.”

– CCLA participant

Regional Hub data highlight

The CCLA internal evaluation team coordinates data collection across the seven regional hubs to measure educators’ changes in practice and perceptions of student impact. At the end of year 3 of the grant, surveys showed:

89% of educators participating in professional learning through the regional hubs **had begun to implement learning acceleration strategies** as part of their classroom practice.

94% of educators reported **positive impacts on student outcomes** because of those changes.

The most reported student impacts were increased engagement, progress in performance, and increased ownership of learning.

Student Success Story: Meeting students where they are. A CCLA regional hub leader shared the story of a student who said, “I like how you give us hints, and you don’t go straight to the hard.” The leader explained, “We’ve so often approached teaching by saying, ‘This is what students need to learn,’ teaching it, and moving on—leaving behind those who didn’t get it.” Through CCLA’s work, educators are focusing on understanding what students already know and starting from there. “We’ve regained our bedside manner,” the leader added, describing how this approach helps students feel supported and ready to engage with their learning.

**Learn more
about CCLA**



This case brief was developed by Education Northwest, the external evaluator for the LASG, using data collected through grantee focus groups, an annual survey of LASG participants, and a review of documents and participation records kept by the grantees. The 2023–24 LASG participant survey was taken by 84 CCLA participants across a variety of roles. The regional hub data highlight reflects survey data collected and analyzed by regional hubs. Education Northwest combined the individual data points of the five regional hubs who provided this data in the fourth quarter of year 3.