

California Collaborative for Learning Acceleration

Operated by the California Collaborative for Educational Excellence, the statewide Learning Acceleration System Grant (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 an 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 and canvas courses, statewide workshops, and annual hybrid 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, high-impact tutoring, and focusing on priority content.

In year 4 (2024–25) of its grant, CCLA:

Increased enrollment in asynchronous online courses to nearly 1,000 educators and paraeducators across 46 counties, up from 500 educators across 38 counties in 2023–24

Supported schools and districts in each of the six regional hubs to increase awareness, knowledge, and implementation of high-impact tutoring for students

Provided a wide range of professional learning opportunities to educators in 120 schools across 39 districts

Increasing learning and changing educator practice

Educators are incorporating asset-based instructional approaches, which reflects a shifting mindset around learning acceleration. In the 2024–25 LASG participant survey,¹ 91% of CCLA respondents had a better understanding of how to apply asset-based approaches in their practice. Educators are becoming more reflective, are listening more closely to students, and are letting students' learning needs guide their teaching.

“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 participant

CCLA is facilitating collaboration among educators of various roles, supporting system-wide implementation of new instructional practices. 93% of survey respondents regularly ask for or offer instructional advice or support to other educators.

“We now work with paraeducators, instructional staff, interventionists, and reading tutors. Uplifting those folks in the school and community and working side by side with teachers is building more collaboration and communication around student achievement. That makes the whole system start to work a little bit better.”

– CCLA staff member

“[CCLA participation] has enabled our cohort of teacher participants to perfect their instructional craft in the area of learning acceleration ... and they are now equipped to share these practices with their colleagues and lead the expansion of these practices district-wide.”

– CCLA participant

Educators are gaining confidence and taking greater ownership of their work through CCLA. Educators have strengthened their skills, stepped into leadership roles, and increased their level of ownership of student learning.

“I feel confident in my ability to collaborate, provide feedback, and lead meetings. As a lead teacher and induction coach, having opportunities to reflect on my own teaching practices and leadership has helped me grow as an educator.”

– CCLA participant

“Classroom teachers have expressed a confidence in their use of evidence-based learning strategies, and they have seen firsthand how their students succeed and improve in their learning.”

– CCLA participant

High-impact tutoring. In 2024–25, CCLA regional hubs expanded support for high-impact tutoring,² an evidence-based practice for learning acceleration, in several ways: training reading tutors to boost literacy, launching a high-impact tutoring cycle with select schools, and piloting tutoring support across multiple high schools. Other hubs supported district leaders by sharing high-impact tutoring resources and building county staff capacity to lead educator workshops.

Accelerating learning for students

Educators report that students are becoming more confident in math and literacy and are showing deeper understanding, engagement, collaboration, and ownership of their learning.

“My students enjoy thinking and participating in new ways. They are engaged and holding themselves responsible for their learning and understanding.”

– CCLA participant

“The students are thinking more and learning how to collaborate. They are also showing more interest in math and thinking about the problems together. They are more willing to make mistakes.”

– CCLA participant

Educators connect students' academic growth to changes in their own practice after participating with CCLA.

"Student growth data significantly increased after implementing new materials and strategies learned through CCLA."

– CCLA participant

"We're seeing students not only have boosts in test scores but also in their confidence as mathematicians. Teachers are seeing their growth and connections they're making and attribute the work to supporting student acceleration."

– CCLA participant

Students are developing agency and stronger relationships with educators, supporting their educational outcomes and confidence.

"Students' confidence improved because they feel valued by [teachers] providing personalized instruction. The sense of belonging and relationships with teachers and support staff improved [because] they view intervention as enrichment instead of remediation."

– CCLA participant

"Teachers are providing [students] the opportunity to feel successful. I think that's why we're seeing [outcomes] go up ... Acceleration really broke that barrier down for them because they are feeling success. That's going to be directly connected to their confidence."

– CCLA staff member

Student Success Story: Increased proficiency rates. Through a year-long partnership with CCLA, Summerdale Elementary implemented evidence-based accelerated literacy strategies supported by professional learning and coaching. Compared to the prior year, ELA proficiency rose by 11 percentage points,³ and Math proficiency increased by 5 percentage points for grades 3–5.

Student Success Story: Building student confidence and math success through tutoring. One CCLA regional hub leader shared a student's high school math experience that highlights the power of high-impact tutoring. With tutoring support, the student moved from a remedial math class back to grade-level coursework and passed. When challenges arose, the tutor supported him, saying "You can do this. We're going to teach you to advocate for yourself, teach you study skills, help you out." The student has since applied to multiple colleges and universities. Reflecting on this success, the CCLA leader noted that the student "has that confidence now, and the relationship with the tutor was a big part of that," adding that building educators' mindset around capability is critical: "[The student] started in remediation because of a teacher recommendation, yet he was capable, and they didn't see him as capable ... [This] is a huge testimony to what can happen when you have all the pieces in place."

Endnotes

¹ Education Northwest administered the 2024–25 LASG participant survey to 1,531 CCLA participants in March 2025. The response rate was 18%.

² Learn more about high impact tutoring: <https://edresearchforaction.org/wp-content/uploads/EdResearch-Design-Principles-for-Accelerating-Student-Learning-with-High-Impact-Tutoring.pdf>

³ These data points were reported by the Santa Clara County Office of Education.

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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.