

CALIFORNIA LEARNING ACCELERATION SYSTEM GRANT

Evaluation Report: Year 5 Findings (2025–26)

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About the Evaluation Team

Education Northwest is a nonprofit, nonpartisan organization dedicated to helping all children and youth reach their full potential. We partner with public, private, and community-based organizations to address educational inequities and improve student success. While most of our work centers on the Pacific Northwest, our evaluations, technical assistance, and research studies have national impact and provide timely and actionable results. For this evaluation, Education Northwest is partnering with Social Policy Research Associates (SPR). SPR is an Oakland-based company that provides research, evaluation, and technical assistance to clients working at the national, state, and local levels. Over the past 30 years, SPR has partnered with local education agencies across California, including county offices of education (Alameda and San Diego) and school districts (Grossmont, Los Angeles, Oakland, San Francisco, San Jose, Santa Clara, and West Contra Costa). SPR has also worked with city and state agencies to improve educational and social and emotional outcomes for students.

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Executive Summary

The COVID-19 pandemic led to lost instructional time and diminished academic outcomes for California students, particularly those in early grades and the most vulnerable student groups. In response, the governor approved Assembly Bill 130 (AB 130) on July 9, 2021. This bill allocated funding to provide professional learning for educators to support evidence-based learning acceleration strategies for all students. The California Collaborative for Educational Excellence (CCEE) operates the state's Learning Acceleration System Grant (LASG) program through these funds. The LASG program aims to establish statewide infrastructure to build local education agencies' (LEAs) capacity to accelerate academic progress. The program's four goals focus on professional learning opportunities for educators, paraprofessionals, and administrators that address evidence-based approaches and classroom practices, particularly in core academic subjects:



Develop a robust statewide infrastructure for professional learning



Increase learning among educators, paraprofessionals, and administrators



Implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning acceleration



Accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations

CCEE created a proposal process and administration plan for the grants before awarding a total of \$45 million to the education offices of Lake County (Rural Math Collaborative), Santa Clara County (The California Collaborative for Learning Acceleration), and San Diego County (California Literacy Elevation by Accelerating Reading) to provide educators with these professional learning opportunities. Each grant partner provides varied support for accelerating math, literacy, or language development.

Education Northwest and our subcontractor, Social Policy Research Associates (SPR), led a systemwide evaluation of the LASG program from 2022–2026. We used an equity lens in every aspect of our work, including planning, development, implementation, and analysis. This report is part of the larger evaluation that included three phases (planning, formative, and summative). Our approach focused on the collection of qualitative and quantitative data and engaged a team with expertise in coordinating findings from the data in all three phases of the project. This memo shares findings focused on data collected during the fifth grant year (2025–26) of the evaluation and is organized around the grant goals and evaluation questions. Year 5 evaluation data sources included grantee and professional learning participant focus groups, a professional learning participant survey, document review, administrative records, and the California Healthy Kids Survey.



Developing a statewide infrastructure for professional learning

We explored several factors to provide insight into LASG grantees' progress toward the first grant goal of developing a statewide infrastructure for professional learning. These include the systems, structures, partnerships, and tools developed to support and scale professional learning opportunities across California. The fifth year of the LASG program (2025–26) saw a general focus on sustaining and refining established models, expanding statewide infrastructure, and increasing the number of educators served and the reach of professional learning at the school level. Specific findings are presented below:

- Partnerships and systems expanded over the course of the grant period with the number of active partner county offices of education (COEs) growing from 29 to 34 by year 5 of the grant. A total of 36 counties, or about 60 percent of the counties in the state, have ever partnered or been involved in the grant, with a few counties starting and stopping their involvement in certain years.
- Grantees have continued to use various structures for measuring progress and various approaches for strengthening and scaling professional learning throughout the grant.
- The reach of professional learning at the school level has grown over time as LEAs strengthened their capacity to deliver professional learning and increasingly reached schools and classrooms directly.
- Several factors played a role in facilitating the spread of professional learning, including strong relationships, buy-in, and word-of-mouth within LEAs; resources and support; and the ability to offer several access points.
- Grantees noted two overarching challenges to building a statewide infrastructure for professional learning: communicating the funding expectations and program vision to all grant partners and addressing practical considerations such as capacity constraints and logistical barriers.



Implementing evidence-based professional learning opportunities

The second goal of the LASG program is implementing evidence-based professional learning opportunities. To explore grantee progress, we examined the content and structure of professional learning opportunities and alignment with CCEE's theory of action and essential design principles. We also gathered feedback from participants on program implementation and the effectiveness of the strategies, structures, and supports they received. Finally, we examined whether professional learning opportunities addressed the needs of diverse learners, including early learners, English

learner students, students with disabilities, students with dyslexia, students experiencing homelessness, students from low-income backgrounds, and students in the foster care system.

Year 5 findings are presented below:

- The LASG provided support for various professional learning activities across the state over the course of the grant. Generally, opportunities with broader reach tended to focus on building participants' awareness or knowledge, while those with a more limited reach were typically aimed at supporting implementation.
- Through the LASG, professional learning was implemented in at least 145 school districts and 390 schools over the course of the grant.
- The schools that participated in the grant included a high representation of rural schools, were generally smaller than the average school in the state, and had slightly lower baseline proficiency scores than the state average.
- In total, more than 4,300 educators participated in evidence-based professional learning opportunities implemented by grantees between 2022–23 and 2025–26.¹ Educators who participated in professional learning through the LASG held a range of roles, including general education K–12 teachers, school and district administrators, COE staff members, special education teachers, teachers on special assignment, and others.
- In the survey, participants overwhelmingly reported that the professional learning opportunities they participated in were of high quality, relevant, and useful for enhancing instructional practice, and the percentage of respondents who strongly agreed with those statements has increased meaningfully since the start of the grant.
- Participants engaged in a variety of professional learning structures, ranging from asynchronous online courses to site-specific lesson study cycles and interventions. Through the survey, participants rated the universal offerings or standalone offerings as less effective than higher-touch offerings such as a lesson study cycle, professional learning networks, networked improvement communities (NICs), graduate-level coursework, and coaching.
- As in prior years, participants generally agreed there was a focus on equity in their professional learning and that the professional learning offerings provided them with useful information on how to meet the needs of diverse learners.

¹ This number represents an unduplicated count of participants; some individuals attended multiple opportunities. Grantees each shared their participant lists with our team, and we counted the number of unique individuals participating. This number should be read as an estimate since several participants reached out to say that they registered but were unable to attend events, while some districts did not share participant lists for their opportunities.

- Multilingual learners continued to be a common focus of professional learning through the LASG. Seventy percent of respondents participated in professional learning that was focused on multilingual learners.
- Professional learning participants emphasized the importance of receiving ongoing support around diverse learners, including collaboration with specialists as well as colleagues.



Increasing learning among educators, paraprofessionals, and administrators

The third goal of the LASG program is increasing learning among educators, paraprofessionals, and administrators. To examine progress toward this goal, the evaluation team explored the potential impact of the LASG opportunities on educators. Where possible, we looked back on multiple years of data to provide a clearer understanding of educator growth in addressing learning gaps and making changes to their instructional practice over the life of the grant. Year 5 findings include:

- After participating in professional learning, educators were more aware of evidence-based practices and asset-based approaches and felt they had developed their knowledge and ability to lead others in those practices. Additionally, participants' knowledge and confidence with evidence-based practices have meaningfully increased since the start of the grant.
- Participants who engaged in professional learning on a regular and ongoing basis were more likely to strongly agree that they gained knowledge, compared to those who participated occasionally or only once.
- The percentage of survey respondents who said they had changed their instructional practice after participating in LASG professional learning has doubled since the start of the grant.



Accelerating learning for all students

The fourth goal of the LASG program is accelerating learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations. In the evaluation's logic model, this extends beyond students' academic performance to include outcomes such as increased love of learning, student engagement (attendance), improved perceptions of school climate, and increased collaboration. In this summative stage of the evaluation, we look at a variety of data sources (e.g., publicly available statewide data, participant focus group data) to share the emerging story of how the LASG is changing student outcomes. We recognize, however, that even in the final year of the grant, measurable shifts in student outcomes may be limited. Professional learning and related changes in practice only began to reach scale in the 2024–25 school year, which is also the last year

for which California Assessment of Student Performance and Progress (CAASPP) data are currently available, and meaningful impacts on student outcomes often take time to materialize. Fifth-year findings include:

- Schools participating in LASG showed patterns consistent with statewide trends across CAASPP English language arts and math performance, chronic absenteeism, and California Healthy Kids Survey indicators related to academic engagement and school climate.
- Although participating schools did not outperform statewide gains in assessment proficiency or decreases in chronic absenteeism rates, their rates still improved over the duration of the grant.
- The percentage of educators who believed their participation in LASG-supported professional learning opportunities had an impact on their students increased between 2025 and 2026, and educators who participated in those opportunities with more frequency were more likely to report that it had an impact.
- A total of 253 educators provided open-ended survey responses about student impact. They described various impacts on student academic outcomes and student non-academic outcomes such as student engagement and collaboration, confidence, and “joy” with the overall learning experience.
- Additionally, a review of grantee documents revealed that grantees have generally begun to capture student data, and some have reported initial successes from these data collection activities as part of their internal evaluations.

Sustaining the work of the grant

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. In the program’s logic model, long-term success is defined by the extent to which systems, practices, and supports become embedded statewide. Progress to date demonstrates a strong foundation, including movement toward a robust infrastructure for high-quality professional learning, expanded use of evidence-based strategies, and increased support for students. During year 5 of the grant, educators were asked to reflect on the practices they intend to continue beyond the grant period, as well as anticipated barriers and areas where additional support may be needed. The recommendations that follow are designed to help ensure these gains are sustained, institutionalized, and strengthened over time.

- Grantees expressed hope that program efforts will be sustained beyond the grant cycle, largely through other statewide programming and/or the continued availability of asynchronous materials.

- Educators indicated a desire to sustain several aspects of the grant including collaboration, professional learning communities, instructional coaching and mentorship, literacy intervention, lesson study, asset-based practice and student-centered instruction, focus on equity, data-driven instruction and assessment, and stipends for participation.
- Professional learning participants plan to continue using the new practices they learned through the LASG, and most felt confident in their ability to sustain instructional strategies independently.
- Most professional learning participants believed that the LASG led to lasting improvements in their school, district, or COE and that their leadership plans to continue the work. They were somewhat less confident about whether their school, district, or COE had the structure in place needed to sustain the work, however, including whether they would sustain collaboration.
- Professional learning participants identified notable challenges to sustainability, including lack of time and lack of funding and resources. They also identified several factors that would help ensure the sustainability of learning acceleration practices, including funding, financial support, protected time, district and school leadership support and buy-in, systems and structures, continued collaboration, ongoing professional learning, coaching support, and wider participation within schools.
- Together, these findings point to strong foundational support and educator readiness to implement accelerated learning practices, while also underscoring the need for targeted investments in time, funding, and structures to fully institutionalize LASG-supported practices.

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Introduction

The COVID-19 pandemic led to lost instructional time and diminished academic outcomes for California students, particularly those in early grades and the most vulnerable student groups. In response, the governor approved Assembly Bill 130 (AB 130) July 9, 2021. This bill allocated funding to provide professional learning for educators to support evidence-based learning acceleration strategies for all students. The California Collaborative for Educational Excellence (CCEE) operates the state's Learning Acceleration System Grant (LASG) program through this funding. The LASG program aims to establish statewide infrastructure to build local education agencies' (LEAs) capacity to accelerate academic progress.

The program's four goals focus on professional learning opportunities for educators, paraprofessionals, and administrators that address evidence-based instructional approaches and classroom practices, particularly in core academic subjects. The goals are to develop a robust statewide infrastructure for professional learning; implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning acceleration; increase learning among educators, paraprofessionals, and administrators; and accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations.

CCEE created a proposal process and administration plan for the grants and awarded a total of \$45 million to the county offices of education (COEs) in Lake County, Santa Clara County, and San Diego County to provide educators with these professional learning opportunities. Each grantee is providing varied support targeted toward accelerating math, literacy, or language development:

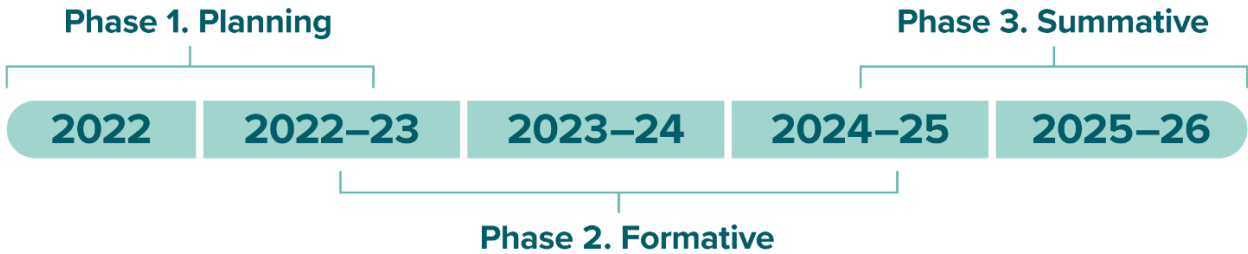
- **The Rural Math Collaborative (RMC)**, co-led by the Lake and Butte COEs, includes 29 rural COEs across the state. RMC's focus is to accelerate learning in mathematics through ongoing professional learning and coaching, lesson study cycles, and intervention supports specific to the rural context.
- **The California Collaborative for Learning Acceleration (CCLA)**, led by the Santa Clara COE, includes seven regional hubs led by COEs across the state. CCLA's focus is to develop capacity in mathematics, literacy, and language development through a combination of free online courses, professional learning networks, regional events, and customized coaching. This year, CCLA also focused on implementing high-impact tutoring cycles and professional learning in their regional hubs.
- **California Literacy Elevation by Accelerating Reading (Project CLEAR)**, led by the San Diego COE, is a collaboration among the Lake, Merced, and Tulare COEs and Saint Mary's College, focusing on literacy and language development. Project CLEAR offers intensive training for educators through graduate-level coursework and practice.

This report is part of a five-year, systemwide evaluation of the LASG program, led by Education Northwest and our subcontractor Social Policy Research Associates (hereafter referred to collectively as the evaluation team). Our approach focuses on the collection of rich and varied qualitative and quantitative data. In all phases of the project, we have engaged team members with expertise in coordinating findings from these different types of data. We have also used an equity lens in every aspect of our work, including planning, development, implementation, and analysis.

We believe that true expertise lies within communities and that effective evaluation design must integrate the voices of those impacted by the work (Abt Associates, 2021). As such, we have engaged our partners in the evaluation process through an advisory group to ensure the accuracy, relevance, and utility of our findings (see appendix B for more details). Throughout the evaluation process, we have also prioritized learning about local context. We have challenged ourselves and our partners to carefully consider from whom we are gathering information—who in the communities has had the privilege of being heard, and who has not (Hood et al., 2015)—and to make our data collection as inclusive as possible.

The evaluation includes three phases (planning, formative, and summative), and we have incorporated data collection in all three phases where appropriate (figure 1).

Figure 1. Evaluation phases



The formative and summative phases were driven by a logic model developed during the initial planning phase of this evaluation. The model integrates CCEE’s essential design principles of whole child; universal design for learning; and CCEE’s Resource Review Guide Quality, Relevance, Usability (QRU) rubric, as appropriate. The purpose of the formative evaluation was the continuous improvement and effectiveness of the grant program activities. The purpose of the summative evaluation is to assess the overall impact of the program on instructional behaviors and learner outcomes throughout California. For more information on the formative and summative evaluation questions, relevant grant goals, and data sources, see appendix A. For more information on methods, see appendix B. This report focuses on data collected during 2025–26 and is organized around the grant goals and evaluation questions.



Developing a Robust Statewide Infrastructure for Professional Learning

The LASG program's first goal is to develop a robust statewide infrastructure for professional learning. To evaluate progress toward this goal, the evaluation team drew on findings from the document review, grantee focus groups, a professional learning participant survey, and professional learning participant focus groups (see appendix B for details on specific methods). This section summarizes the three grantees' collective contributions to the statewide professional learning infrastructure, including the systems, processes, partnerships, and tools they have developed to support and scale professional learning opportunities across California.

What systems, structures, and partnerships were developed through the grant?

The foundation of the professional learning infrastructure developed through the grant is the three grantees, each led by COEs, who partner with additional COEs, institutions of higher education, and the CCEE, while also collaborating with one another. Each grantee offers a mix of professional learning opportunities, including open-enrollment offerings available statewide, region-specific offerings, or targeted support for individual districts and schools, among others.

Partnerships and systems expanded over the course of the grant period

At the start of the grant, there were 29 partner COEs across the three grantees. By year 4, grantees had expanded partnerships with COEs already involved in the LASG, representing a deepening involvement with the program. By year 5, grantees added new COEs as partners, resulting in a total of 34 counties that currently serve as the backbone of the program's infrastructure. A total of 36 counties have *ever* partnered or been involved in the grant, with a few counties starting and stopping their involvement in certain years. One additional county will join as a partner in year 6. The table below summarizes the systems, structures, and partnerships built by the end of year 5 of the LASG.

Table 1. Summary of LASG systems, structures, and partnerships

	Statewide system	California Collaboration for Learning Acceleration	Project CLEAR	Rural Math Collaborative
Structure	Multi-grantee statewide infrastructure anchored by COEs and supported by cross-grantee collaboration and the CCEE	• Mix of professional learning and engagement modalities offered through the grantee lead and regional hubs • ELA and math focus	• Emphasis on job-embedded longer-term professional learning through credit-bearing courses • Literacy and language development focus	• Regional network model connecting rural COEs to develop capacity in math instruction through RMC's four areas of learning acceleration • Math focus
Partnerships	• 36 total COE partners ever involved in the grant • 6 partnerships with institutions of higher education and nonprofits • Cross-grantee collaboration facilitated by CCEE	• 7 regional hubs led by COE partners • Center to Support Excellence in Teaching at Stanford University • San Jose State University • California Partnership for Math and Science Education	• 4 COE partners • Saint Mary's College, Comprehensive Literacy Center	• 29 COE partners in rural counties • The Chico Math Project, CSU Chico • California Mathematics Project: North Coast, Sonoma State University
Systems	Mix of virtual and in-person opportunities; mix of synchronous and asynchronous opportunities; varied levels of engagement from one-time training to ongoing, job-embedded learning	Multi-modal professional learning delivery system enabling broad and flexible access, with regional hubs coordinating more targeted and in-person support	Credit-bearing coursework and job-embedded, ongoing professional learning; a mix of in-person and virtual offerings	Mix of virtual and in-person opportunities; train-the-trainer model; use of lesson study and coaching frameworks

Notes: The descriptions above represent the partnerships in place at the end of year 5 of the LASG. One additional COE partner will be added in the 2026-27 school year.

Source: Document review.

In focus groups, grantees described how the statewide infrastructure has grown throughout the grant due to strong partnerships and collaboration.

“I think the main impact of this grant is that we have developed strong partnerships with other county offices of education that are part of the grant. We've really built this collaboration and connectiveness across the state. What we've done within the grant work will continue and embed within the work that they're doing in the future because of the foundation and the collaboration that's been put together.”

– Grantee

In addition to this statewide professional learning infrastructure, grantees mentioned several bright spots, such as increased support in rural areas, high satisfaction reported by participants through internal evaluation surveys, the large number of people engaged, the content and/or model itself, the way participants are tutored and coached, and the sense of community that has resulted from this work.

“It gives everybody that confidence and really builds that camaraderie and the network so that they're not feeling alone in this process. Many times, we're operating as solo operators. And when you can come together and share common points of practice and best practices, then you don't feel so isolated and alone.”

– Grantee

Grantees said that, for the most part, the structures they have put in place for measuring progress and communicating have remained consistent. For example, grantees continue to focus on aligning language across the grant funded projects, using the same check-in questions with teachers regarding what's working, addressing common challenges, and sharing what they're seeing from students. In addition, structures for strengthening and scaling the professional learning have continued to include pre- and post-tests, logistical shifts (e.g., updates to asynchronous engagement materials), and efforts to make offerings available in other languages. Subsequent shifts have included shortening the duration of convenings, adjusting communication about and organization of professional learnings materials, and modifying structures for asynchronous offerings.

“I really feel our statewide collaboration and the partnerships that we've built over the last few years have been a huge success because that's building consistency of language, consistency of content, and consistency of understanding in an area of acceleration, which is what's going to help move students forward and better their outcomes.”

– Grantee

Relative to prior years, in year 5, grantee teams said they had placed greater emphasis on incorporating student interviews, observations, and survey responses to document the work, explore its impact, and make changes. However, internal evaluation practices seemingly vary across grantee teams.

“I feel like we're always learning and iterating. For example, one of the lessons was on the courses and how we relooked at them, iterated on them, and then revised some of them to meet the needs... I think we're always growing and learning.”

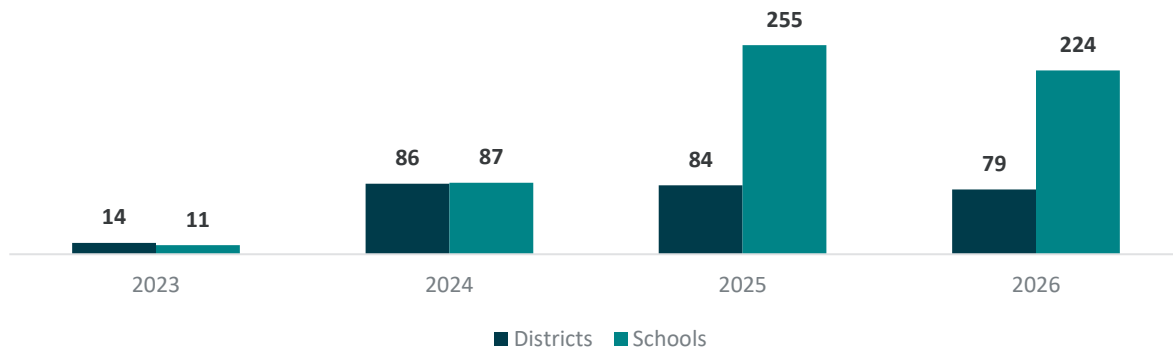
– Grantee

To what extent did systems, structures, and partnerships facilitate the spread of professional learning?

Participation data show how professional learning evolved over time, with its reach spreading from districts to schools (figure 2). In 2022–23, for example, efforts focused on planning and establishing the systems and structures needed to support implementation. During this period, participation at the school and district level was limited, as grantees and their COE partners built the foundation for broader engagement. In the following year, participation expanded, with a similar increase in the number of LEAs and schools engaging in professional learning. This growth suggests that the initial investments in systems and structures enabled broader access to professional learning across the state. In subsequent years, the number of participating LEAs remained relatively steady, but within those LEAs, more schools participated in professional learning. For example, in the 2024–25 school year, the LASG provided professional learning to 255 schools across the state—an increase from 87 schools in the prior year. Overall, these numbers illustrate the role LASG has played in expanding professional learning across the state.

Figure 2. The reach of professional learning at the school level has grown since the start of the grant

Number of districts or schools participating in LASG professional learning in each year.



Note: Participation numbers for 2025–26 may be low because data were collected in early spring.

Source: Education Northwest analysis of LASG participation spreadsheet.

Additionally, as implementation of professional learning has expanded, we examined the duration of schools’ and districts’ participation to understand whether the spread of professional learning has been sustained over time. As of spring 2025–26, 37 percent of participating schools and 58 percent of participating districts had two or more years of involvement.

What helped facilitate the spread of professional learning?

During focus groups, grantees shared that the most consistent facilitator in spreading the professional learning infrastructure over time has been strong relationships, buy-in, and word-of-mouth within LEAs. In fact, partnerships across counties created opportunities for statewide collaboration, with many counties sharing best practices and learning from one another to strengthen learning acceleration efforts.

“Relationships. The importance and power of relationships. We all end up at the same statewide meetings, and you actually can see the power of that network. These are people who might've felt isolated and alone at a statewide event before, and now they walk in and have a community. They can see that community and find that community. And I think that's been a success, but it's also been a lesson learned that you cannot underestimate the power of the relationship. It will move everything forward. And if you don't have that, it will stop.”

– Grantee

“One of the successes that I believe has come out of this grant is the collaboration across the state, among the coordinators and the content team. I would never have had the opportunity to work with other county office people in such an in-depth way.”

– Grantee

Additionally, several factors made the professional learning opportunities possible, including flexibility and support from CCEE, financial resources, and external resources.

“I've been at the county office for a long time and involved in a lot of grants. It's the only one that has provided that flexibility and that support and advocacy, and it's allowed us to thrive and flourish.”

– Grantee

In promoting take-up among prospective participants, in particular, grantees benefited from the ability to offer multiple access and entry points, including conferences, professional learning opportunities, and professional networks to engage educators and scale effective practices. Grantees also attributed their reach to the ability to offer materials (e.g., recordings) that can be explored asynchronously. Additionally, CCEE continued to provide grantees with ongoing support through mechanisms such as one-on-one check-in meetings and quarterly LASG professional learning network (PLN) meetings with a focus on building grantee relationships and fostering collaboration on problems of practice and new ideas. These meetings were critical to the development of a shared definition of Learning Acceleration and to the collaborative development of the revised Learning Acceleration Playbook, supporting alignment across grantees. In Year 5, the PLN meetings also provided an opportunity to discuss sustainability of the work started during the grant.

What were the challenges or barriers to the spread of professional learning?

Several barriers surfaced over time and continued into year 5. During focus groups, grantees shared that communication structures within their teams shifted over time to make funding expectations and the grant vision clearer across staff. This enabled those implementing the professional learning offerings to understand which structures were flexible and how funds may be used while ensuring the professional learning aligned with grant goals

Additionally, grantees described several practical considerations that posed challenges to creating a statewide infrastructure, such as capacity constraints (e.g., time, human capital); logistical challenges (e.g., scheduling, teacher shortage); the physical distance between those engaged; and limited capacity to gather qualitative data for evaluation purposes. Additionally, there were a few

barriers to garnering the interest needed to scale their offerings, including sufficient alignment with other initiatives to prevent perceptions of competition or adding “one more thing;” engagement from paraprofessionals; funding, including momentum that may be lost when the grant sunsets; and prospective participants’ buy in to the program or the evidence backing it.

“I think the challenge has always been human capital. In our rural settings, we all wear multiple hats, and that goes for almost all county offices. So, I think time and human capital have been challenging. And then added to that, within our districts and our systems, is the number of competing initiatives. They have a lot on their plates.”

– Grantee

In focus groups, the challenge most often mentioned by professional learning participants was access to or awareness of the opportunity. Many participants said their district office had little or no knowledge of the program or that the county administrators had not sufficiently advertised it. However, participants sometimes ascribed the limited access to a lack of incentive or motivation on the part of their peers.

“When I tried to get someone from the district to sign off on [my participation], I got the runaround. Nobody had any clue what it was. And then to find out that it’s this huge grant they got! It’s a big deal, and my district was just falling asleep on this. I was super disappointed to tell you the truth. Everybody should know about this opportunity and the great work that the county has been doing.”

– Professional learning participant

“I think something to consider is that not everyone in my district or at my site was using this or had access to it. So, while I had the advantage, not everybody did. And I am just curious to see if it would have made a better effect or a more impactful effect if all of us were on the same page and taking advantage of it. Because it was optional, not mandatory, not everybody took it on.”

– Professional learning participant

Some focus group participants felt the offerings would be stronger if they were presented from a teacher or district leader perspective. For example, they mentioned the need for greater connection between the coaches and participants, the need to ground the offerings in real-world classroom context, and the need to get educators’ input on preferred workloads and needed

stipend amounts to ensure full engagement. A few also proposed that the professional learning materials could be better organized on an online platform.

Key takeaways

Partnerships and systems expanded over the course of the grant, with 34 partner COEs currently forming the backbone of a statewide professional learning infrastructure. Across grantees, a range of approaches were used to strengthen and scale their professional learning opportunities. Participation data indicate broadening reach, as LEAs built capacity and extended professional learning to schools and classrooms, especially in the last two years. The spread of professional learning was facilitated by strong relationships, local buy-in, sustained resources and support, and multiple entry points for engagement.

Challenges included communication and alignment within and across grantee teams, capacity and logistical constraints, and uneven awareness and access among potential participants. Some challenges, such as agreeing on a shared definition and approach to learning acceleration, were addressed through the grant's structure, which created dedicated time for collaboration and enabled grantees to co-develop a common vision while maintaining distinct approaches. As the grant approaches its sunset, sustaining this infrastructure will likely depend on maintaining core partnerships, maintaining local capacity to train teachers and implement practices, and intentionally aligning learning acceleration with emerging grants and initiatives. For example, COEs may continue embedding its principles into other efforts and securing new funding streams to sustain and scale the work.



Implementing Evidence-Based Professional Learning Opportunities

The second goal of the LASG program is to implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning recovery and acceleration. The evaluation team analyzed all data sources to understand how the grantees are meeting this goal. This section summarizes information on the content and structure of professional learning opportunities, the alignment with CCEE's theory of action and essential design principles, and feedback from participants on implementation.

What professional learning opportunities were implemented by grantees over the course of the grant?

The LASG provided support for various professional learning activities across the state over the course of the grant. The activities differed in target audience, format, and duration, resulting in varying levels of reach and intensity. Generally, opportunities with broader reach tended to focus on building participants' awareness or knowledge, while those with a more limited reach were typically aimed at supporting implementation. Table 2 provides a summary example of types of professional learning offered.

Table 2. Summary of selected LASG professional learning activities²

Professional learning activity	Description
Asynchronous open-access online course modules for educators, paraprofessionals, and support staff across the state	• 40 asynchronous open-access online course modules covering topics within the content areas of mathematics, language development, and literacy. Courses are differentiated by grade spans. Some courses focus on TK and some focus on serving students with disabilities. • Four open-access online course modules based on the 2023 California Mathematics Framework. Modules are differentiated by grade spans.
Graduate-level coursework for educators across the state	• A two-year, job-embedded program consisting of 16 credits of coursework with a focus on developing teacher leaders to train and coach teachers to implement literacy strategies and interventions. Classes are offered in person and virtually.

² Please note that this table is not a comprehensive list of all LASG-supported professional learning activities offered during the grant. As the system grew and regional teams implemented tailored events for their COEs, LEAs, and schools, we were not able to capture every dimension of professional learning support. We have tried to provide enough examples to illustrate the various levels, structures, and themes of professional learning offered.

Professional learning activity	Description
	• A one-year, job-embedded program consisting of eight credits of coursework with a focus on learning literacy strategies and interventions. Classes are offered in-person and virtually. • A two-unit course, focused on early literacy assessments, with pathways for administrators and teachers as well as a Spanish assessment pathway.
Hybrid summit (in-person and virtual) for administrators, TK–12 teachers, instructional coaches, teachers on special assignment, and support staff across the state	• A two-day summit focused on deepening educators’ understanding of learning acceleration.
Summer institutes and subsequent professional learning network (PLN) series for lesson study teachers and coaches within the partnering COE regions	• A two-day, in-person institute for lesson study teachers and another for coaches • Four virtual PLN meetings focused on lesson study and four focused on mathematics coaching
Intervention trainings for educators within the partnering COE regions	• Do the Math intervention (K–5) or Paper Tutor intervention (6–12): onboarding meeting, virtual PLN meetings, job-embedded practice with ongoing support and coaching.
Examples of other professional learning activity formats	• All-day, content-specific trainings for educators within the partnering COE regions • Site-specific support for districts or schools within the partnering COEs • Open-enrollment webinars and shorter-format, synchronous online learning opportunities

Note: This table does not include the activities supported by LASG for the purposes of grantee planning and development of professional learning. For example, CCEE hosted quarterly PLN meetings for grantee teams to share updates, discuss problems of practice, and develop relationships with one another, and some grantees also hosted their own PLNs to build the capacity of their project teams.

Source: Document review.

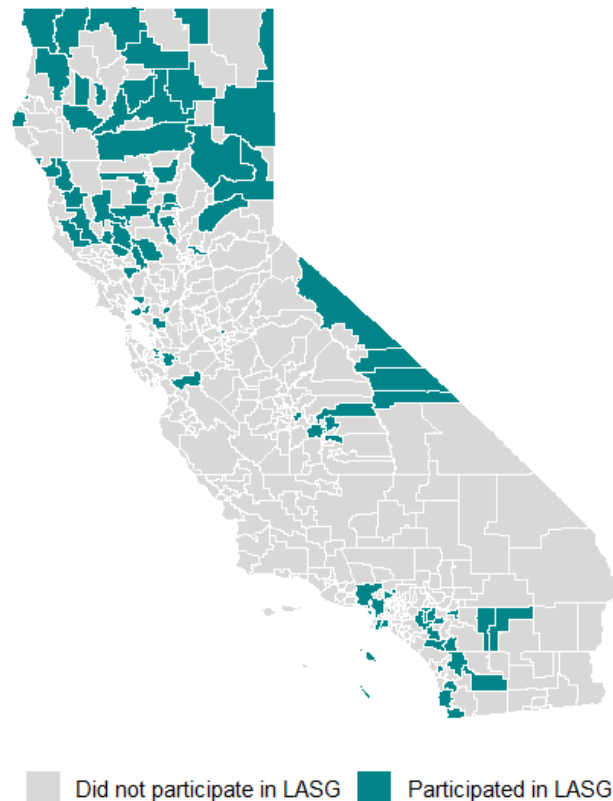
This year, the LASG participant spreadsheet provided us with detailed summary information about the professional learning offered at different schools across the state, including information about the subject focus of professional learning. Of the 146 schools that participated in the LASG for two or more years, 55 percent participated in professional learning focused on English language arts or literacy and 44 percent focused on math. About eight percent of schools participated in professional learning focused on both³.

³ When filling out the school and district participation spreadsheet, grantees were only asked to enter information about the subject focus for schools or districts that had participated in the LASG for two or more years. Due to a small amount of missing data, the percentages do not add to 100.

What are the characteristics of the instructional staff members and local education agencies served during the grant period?

At least 145 districts and 390 schools across 43 counties participated⁴ in professional learning opportunities through the LASG over the course of the grant. Participating districts were spread across the state, and nearly a third (32%) were in rural locales, according to NCES locale designations (figure 3). A third of participating districts were elementary districts, 6 percent were secondary districts, and 59 percent were unified districts.

Figure 3. At least 145 districts directly participated in LASG professional learning over the course of the grant



Note: This map includes districts that directly participated in LASG professional learning, as identified by the CCEE and each grantee. This does not include districts where individual educators may have participated in open-enrollment professional learning opportunities.

Source: Collaboratively developed school and district participation spreadsheet.

⁴ In this section, we count counties as participating in the LASG if a school or a district within that county was included in the participation spreadsheet developed by CCEE, the grantee leads, and Education Northwest.

The schools participating in the LASG differed, on average, from schools in the state, across a variety of characteristics (table 3). For example, there was a higher representation of elementary schools and rural schools in the group of LASG participants as compared to the state. On average, participating schools also had higher percentages of students eligible for free or reduced-price lunch and lower CAASPP proficiency than the state.

Table 3. Characteristics of schools that participated in the LASG and all schools in the state

	Participating schools (N = 390)	All California public schools (N = 9,857)
Enrollment (mean)	558	637
Level		
Elementary	72%	63%
Middle	12%	15%
High	12%	16%
Locale		
Rural	20%	11%
Town	19%	7%
Suburb	36%	40%
City	25%	41%
Free or reduced-price lunch (mean)	64%	61%
Statewide assessments		
CAASPP math proficiency (mean)	31%	35%
CAASPP ELA proficiency (mean)	40%	46%

Notes: Characteristics are from the 2022–23 school year; data are limited to regular public schools; CAASPP proficiency numbers represent the percentage of students who met or exceeded standards; locale and enrollment data are from the National Center for Education Statistics Common Core of Data.

Source: Education Northwest analysis of publicly available data from the California Department of Education and the National Center for Education Statistics Common Core of Data.

Participant lists indicate that at least 2,040 educators engaged with LASG professional learning in 2025–26.⁵ We are able to describe the characteristics of the 366 educators who completed the most recent survey.⁶ Educators who participated in professional learning through the LASG held a diverse range of roles, including general education K–12 teachers, school and district administrators, COE staff members, special education teachers, teachers on special assignment, and others (see table B1 in appendix B).

Over 4,300 educators across the state were served by the LASG between 2022–23 and 2025–26.

What were participants' perceptions of the quality, relevance, and usability of the professional learning?

As in prior years, the evaluation team gathered feedback from participants on the implementation of professional learning through grantee and participant focus groups and the participant survey. Grantees also gathered their own feedback from participants on their perceptions of professional learning opportunities. All grantees demonstrated efforts to address the formative feedback that emerged from external and internal data collection efforts. This report focuses on feedback collected through the participant survey and focus groups.

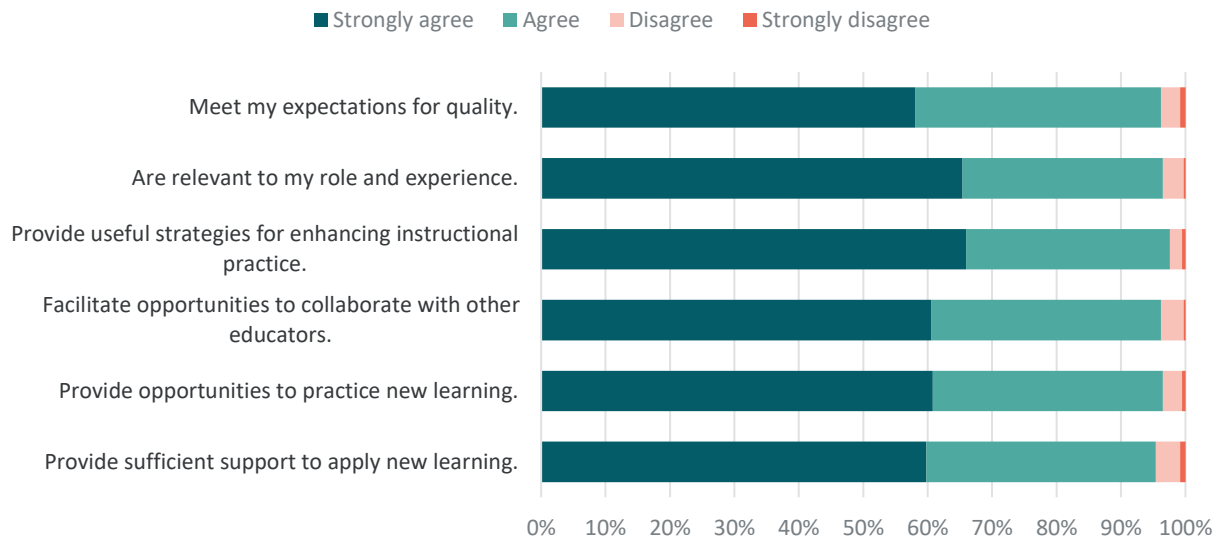
Participants overwhelmingly reported in the survey that the professional learning opportunities they participated in were of high quality, relevant, and useful for enhancing instructional practice (figure 4). Three additional metrics related to professional learning quality are whether the opportunity supports the application of new learning, provides opportunities to practice new learning, and facilitates opportunities to collaborate with other educators. More than 90 percent of survey respondents agreed or strongly agreed that their professional learning met those metrics as well.

⁵ This number represents an unduplicated count of participants; some individuals attended multiple opportunities. Grantees each shared their participant lists with our team, and we counted the number of unique individuals participating.

⁶ This represents a survey response rate of about 18 percent, which is lower than previous years. However, the survey respondents include nearly equal representation across grantees.

Figure 4. Participants reported that professional learning opportunities were of high quality, relevant, and useful

The professional learning opportunities I received....



Source: Authors' analysis of 2026 professional learning participant survey (N = 373).

In focus groups, participants described how professional learning helped foster a more cohesive school culture, advanced educator training, and improved student performance (e.g., test scores). These benefits were attributed to the degree of individualization permitted and the support with application, which included in-person offerings that increased access for a larger group within the LEA. Additionally, opportunities for educators to learn from one another and the use of videos depicting implementation in other settings offered participants additional avenues for understanding the materials' practical application.

“I lost a lot of teachers after COVID, and the newer teachers didn't have specific training. This was a way to really ground us together in using the same language across all grade levels.”

– Professional learning participant

“Anybody who goes through it is going to walk away with very good skills. They're going to know how to provide tier I, II, and III interventions.”

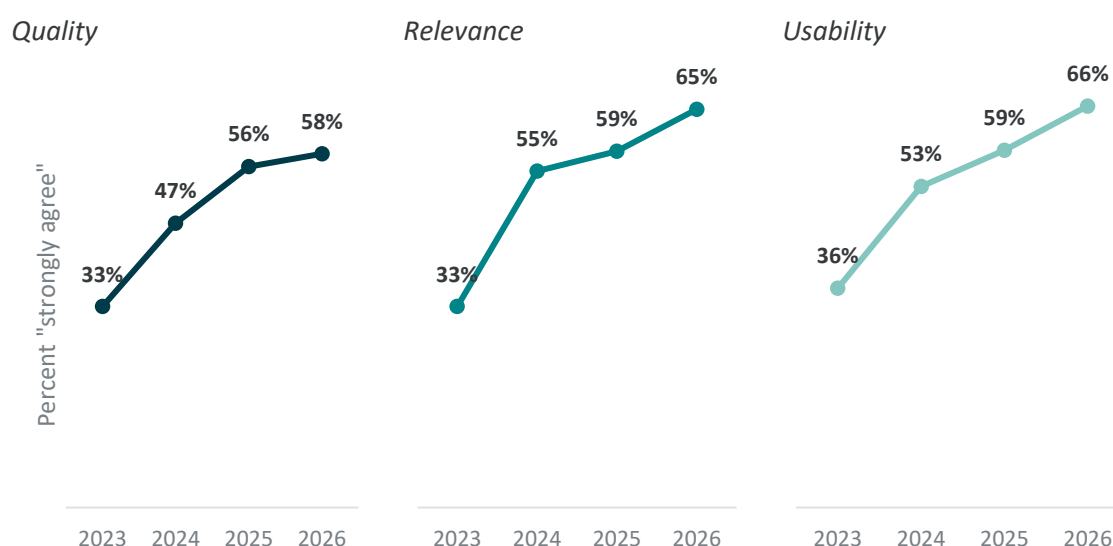
– Professional learning participant

“We learned a lot from [the instructor] but we learned a lot from the other teachers in our class, as well. That was really beneficial. Most of the time, unless we take a class, we have very little time to collaborate with other professionals. This gave us a reason and a meaning and a focus for that collaboration.”

– Professional learning participant

The percentage of professional learning participants who strongly agreed that their opportunities were high quality, relevant, and useful increased meaningfully over the course of the grant (figure 5). For example, in spring 2023, only 33 percent of survey respondents strongly agreed the opportunity was high quality, compared to 58 percent in spring 2026.

Figure 5. Perceptions of quality, relevance, and usability of professional learning have meaningfully increased since the start of the grant

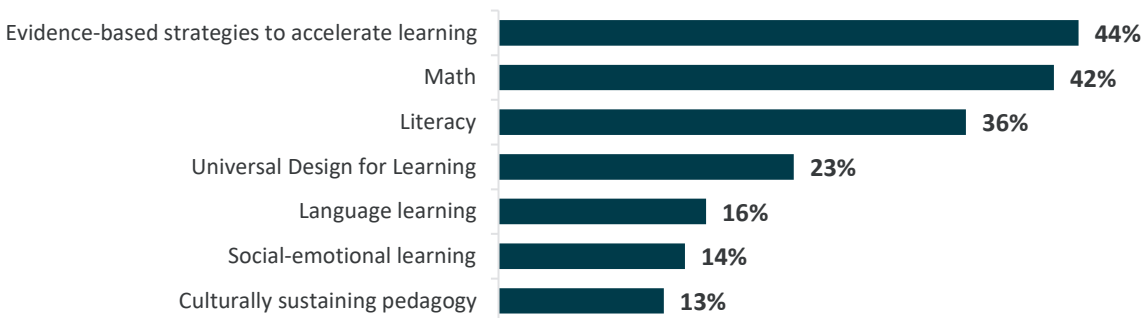


Source: Authors' analysis of 2023 (N = 73), 2024 (N = 242), 2025 (N = 533), and 2026 (N = 373) professional learning participant surveys.

In the participant survey, educators identified the content areas they would find most beneficial for future professional learning (figure 6). Evidence-based strategies for accelerated learning and mathematics were ranked as the top priorities.

Figure 6. Most survey respondents identified evidence-based strategies and math as the content areas where they would benefit from additional professional learning

"I would benefit from (more) professional learning in the following content areas" (Pick the top 2)



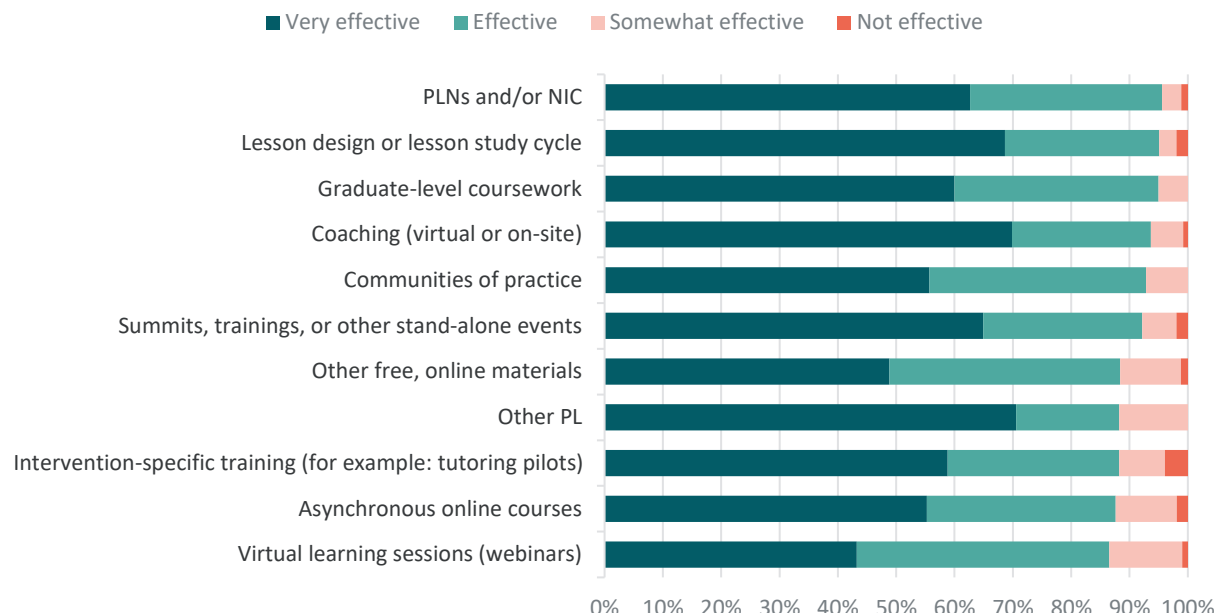
Source: Authors' analysis of 2026 professional learning participant survey (N = 373).

What strategies, structures, and supports did participants perceive as most effective?

Participants engaged in a variety of professional learning structures, ranging from asynchronous online courses to site-specific lesson study cycles and interventions. Grantees intentionally included this variety to offer multiple entry points for educators to learn, apply, and/or lead others in implementing accelerated learning strategies, as well as to balance accessibility and continued engagement.

The survey asked participants to rate their views of the effectiveness of the different types of professional learning offered through the LASG (figure 7). Survey respondents were asked to rate only the types of professional learning they had participated in during the 2025–26 school year. The survey results revealed that all professional learning types were rated as “very effective” or “effective” by at least 85 percent of respondents. The percentages varied somewhat by the type of professional learning, with professional learning networks (PLNs) and networked improvement communities (NICs), lesson design or lesson study cycles, graduate-level coursework, and coaching rated as “very effective” or “effective” by the highest percentage of participants, and structures such as asynchronous courses, virtual learning sessions, and other free online resources rated as effective by a lower percentage of participants. In other words, the universal offerings or standalone offerings were rated as less effective than higher-touch offerings such as a lesson study cycle.

Figure 7. Professional learning participants perceived most formats to be effective



Source: Authors' analysis of 2026 professional learning participant survey (N = 373).

In open-ended survey comments, professional learning participants described what they saw as the highlight of their experience. They mentioned several aspects including collaborating with other educators, learning valuable strategies, working with coaches, and seeing the impact of these strategies on their students and on their teaching practice.

“The highlight of my experience has been mastering the instructional coaching and feedback cycle; specifically, seeing how it bridges the gap between theory and classroom reality. It was incredibly impactful to move beyond ‘sit-and-get’ professional development and instead engage in a loop of actionable observation and reflection.”

– Professional learning participant

“The highlight of my professional learning has been learning alongside other educators and sharing ideas and successes and making connections.”

– Professional learning participant

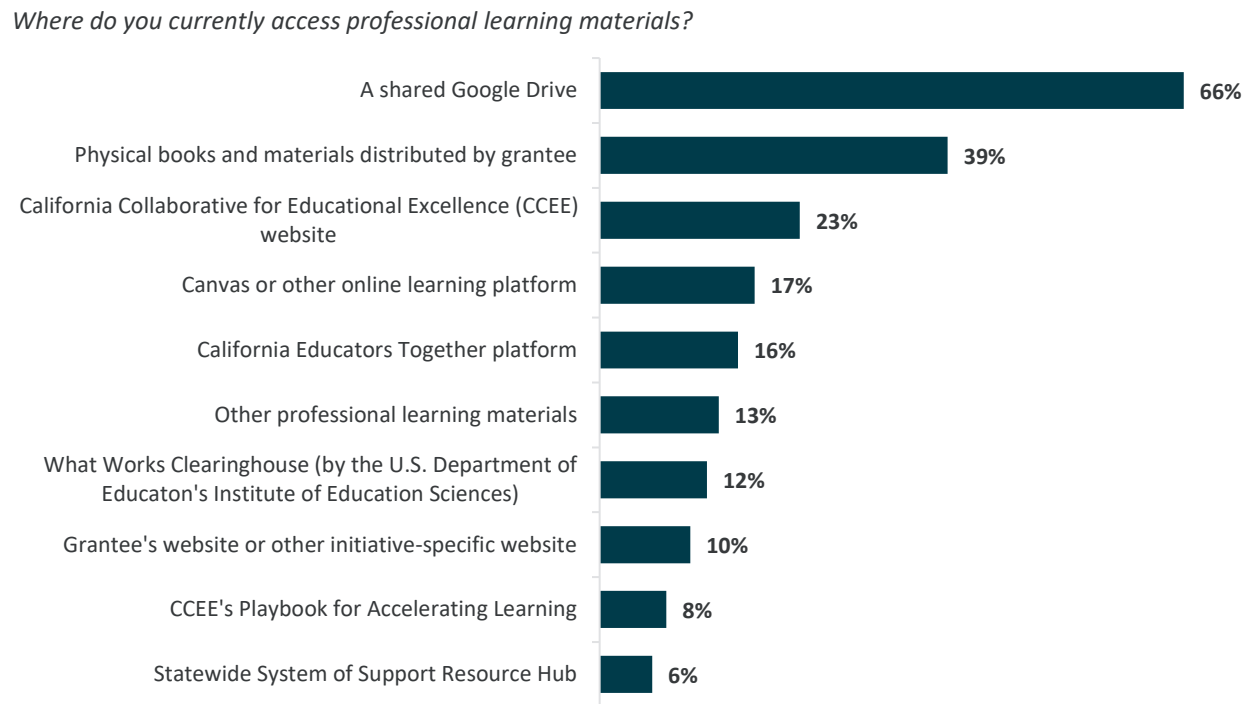
“Being able to get real strategies for bridging learning gaps and seeing how I can accelerate student math learning in order to get them to grade-level standards.”

– Professional learning participant

As expressed in prior years, during focus groups participants shared that they appreciate the flexibility and long-term accessibility of virtual offerings, particularly given role turnover and their competing responsibilities. This year, focus group participants explained that expanded in-person opportunities have increased access for a greater number of educators and administrators within their same LEA.

When thinking about the sustainability of professional learning implementation, we wanted to understand where educators are currently accessing professional learning materials and resources. Educators shared that they accessed materials in a variety of places, but the majority relied on a shared Google Drive or physical books and materials distributed by the grantees (figure 8). A smaller percentage relied on platforms such as Canvas or California Educators Together. This has implications for schools and districts who want to ensure educators have continued access to information about learning acceleration.

Figure 8. The majority of participants relied on a shared Google Drive or physical books and materials distributed by the grantees to access materials



Source: Authors' analysis of 2026 professional learning participant survey (N = 373).

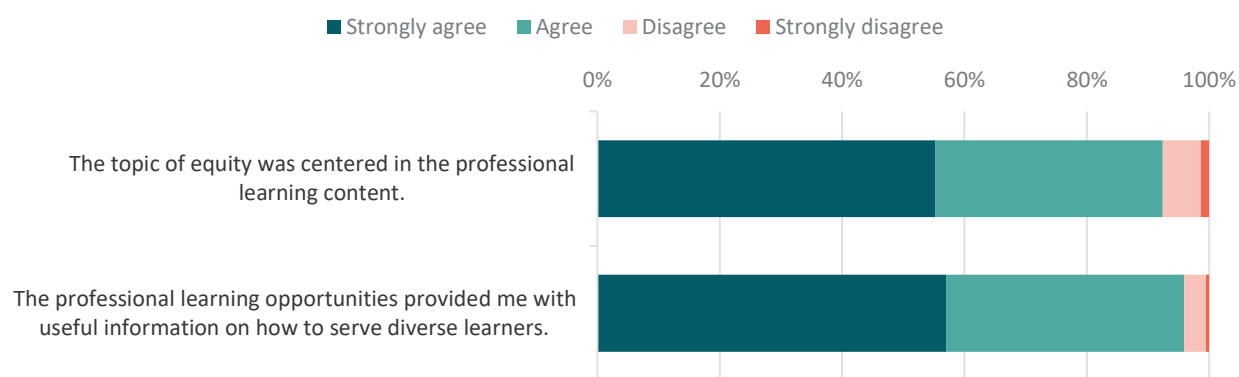
How can professional learning opportunities address the needs of diverse learners?

One of the key goals woven through both CCEE’s theory of action and the work of grantees is that learning acceleration strategies should especially support the most vulnerable students. This section examines how successfully the opportunities address equity and the needs of diverse learners, including early learners, English learner students, students with disabilities, students with dyslexia, students experiencing homelessness, students from low-income backgrounds, and students in foster care.

Across grantees, asset-based approaches and equity were embedded as guiding principles. For example, the BRIDGES framework introduced in year 4 includes “responsive instruction” as a core element, with the directive to “use differentiated instruction to meet diverse needs.” Other frameworks used in professional learning highlighted “equitable access to content” and emphasized social and emotional learning and asset-based mindsets. One professional learning series opened with norms, the first of which was, “Keep focused on common goals with equity at the center.”

Participant survey responses largely affirmed these findings. **Like prior years, participants generally agreed there was a focus on equity in their professional learning** (figure 9). Ninety-two percent of survey respondents strongly agreed or agreed that equity was centered in their professional learning, and 96 percent strongly agreed or agreed that the professional learning offerings provided them with useful information on how to meet the needs of diverse learners.

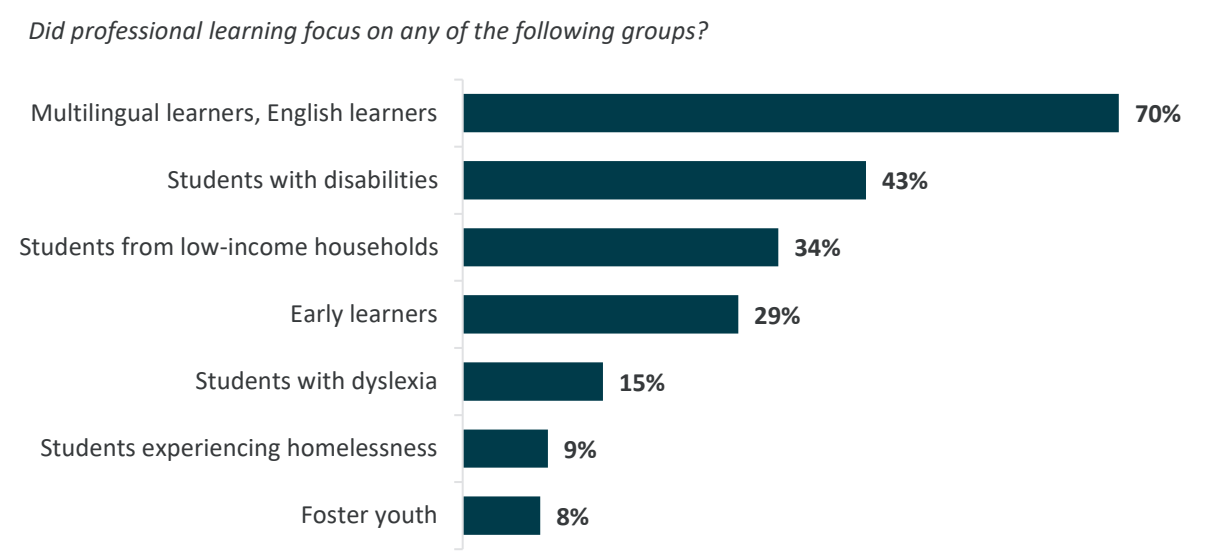
Figure 9. Participants agreed that the topics of equity and serving diverse learners were centered in their professional learning



Source: Authors’ analysis of 2026 professional learning participant survey (N = 373).

Multilingual learners continued to be a common focus of professional learning through the LASG (figure 10). Seventy percent of respondents participated in professional learning that was focused on multilingual learners, and 43 percent participated in opportunities focused on students with disabilities. Survey participants reported the least exposure to professional learning focused on foster youth and youth experiencing homelessness.

Figure 10. The majority of participants received professional learning focused on multilingual learners



Source: Authors’ analysis of 2026 professional learning participant survey (N = 373).

In focus groups, many professional learning participants spoke to the ability for professional learning content to support them with serving students eligible for special education, English learners, and students from low-income backgrounds, among others, while emphasizing that all students are equitably served.

In describing their approach to helping professional learning participants address the needs of diverse learners, grantees relayed their efforts to reach educators across regions, promote an asset-based mindset, use data to help LEAs ensure they are adequately serving all students, and select strategies and a grant design that would enable opportunities for participants to advance equity.

“I think that so much about impacting practice is about impacting teacher beliefs. And one way we do that is by using evidence and data. We’ve tried to centralize the way coaches use data to show teachers the reality of what’s happening in their classrooms. And the same with superintendents. We’ve used data to say, ‘Based on your scores, here are some big areas of unfinished learning’ or ‘Here are some underserved student populations.’”

– Grantee

“One of the most important things you can do in math instruction is to make it relevant to the students, and I think to do that in a culturally responsive way is really difficult. And I know that one of the things we’ve tried to do within the professional learning networks is make that explicit and really model that and show folks what that actually means. And I think we do that across our work.”

– Grantee

When asked “what additional support would help you provide more equitable instruction in service of [diverse learners],” survey respondents emphasized the importance of receiving ongoing support, as opposed to one-time or limited support. Professional learning participants also touted the support they have received through the grant and emphasized the importance of ongoing support that includes collaboration with specialists as well as colleagues.

“All the trainings I have attended have been very diverse and provided a variety of resources for all students. It’s been a pleasure to attend the trainings. I’ve learned a lot, and I’ve had the opportunity to work with people who are doing the same work. It has truly been an honor and a privilege to work alongside and collaborate and learn amongst other experts in the field.”

– Professional learning participant

“I wouldn’t say I need additional support; I would say I need ongoing support. The support provided to me to facilitate lesson study groups for each grade level in my school was transformative. [The facilitator] gave guidance, confidence, and a sense of pride to my teachers. I can’t say enough about how she pushed my teachers’ thinking to the edge. There were focal students in EL, and all my students were guided and pushed to their own edge of understanding. I think lesson study provides this to all students.”

– Professional learning participant

Professional learning participants emphasized that it is important to continue providing support on culturally responsive teaching practices and working with multilingual learners. Other populations where educators indicated they would benefit from additional support were students with disabilities, students with autism, students with behavioral challenges, tribal youth, gifted students, students who have experienced trauma, students who are experiencing homelessness, and students in foster care. A few mentioned that the support they received was not targeted toward diverse learners.

“Additional support with differentiated instructional strategies, resources for multilingual learners, and more opportunities to collaborate with other educators would help me better support diverse learners.”

– Professional learning participant

Key takeaways

Through the support of the LASG, the three grantees implemented many professional learning opportunities across the state over the course of the grant. Participants engaged in a wide range of professional learning activities that varied in format, duration, and intensity, enabling both broad access and deeper implementation support across the state. These offerings reached a diverse set of LEAs, schools, and educators, with particularly high participation from schools serving higher proportions of rural students and those with lower achievement on ELA and math assessments.

Survey and focus group data consistently indicate that participants perceived the professional learning as high quality, relevant, and useful for improving instructional practice, with evidence of increasing satisfaction over time. This increase may be related to grantees’ efforts to gather feedback and adjust their implementation over the course of the grant—a strategy that may also be important for future professional learning initiatives. Additionally, higher-touch models, such as lesson study, coaching, PLNs, and graduate-level coursework, were rated as more effective than standalone or asynchronous offerings, underscoring the value of sustained, job-embedded learning. Equity and asset-based approaches were embedded across professional learning activities, with a strong emphasis on supporting multilingual learners, though participants identified ongoing needs for support for other student groups.

Overall, these findings suggest the importance of prioritizing sustained, high-impact professional learning models and continuing to center equity in design and implementation. Similarly, future professional learning initiatives should keep reinforcing the use of evidence-based learning acceleration practices.



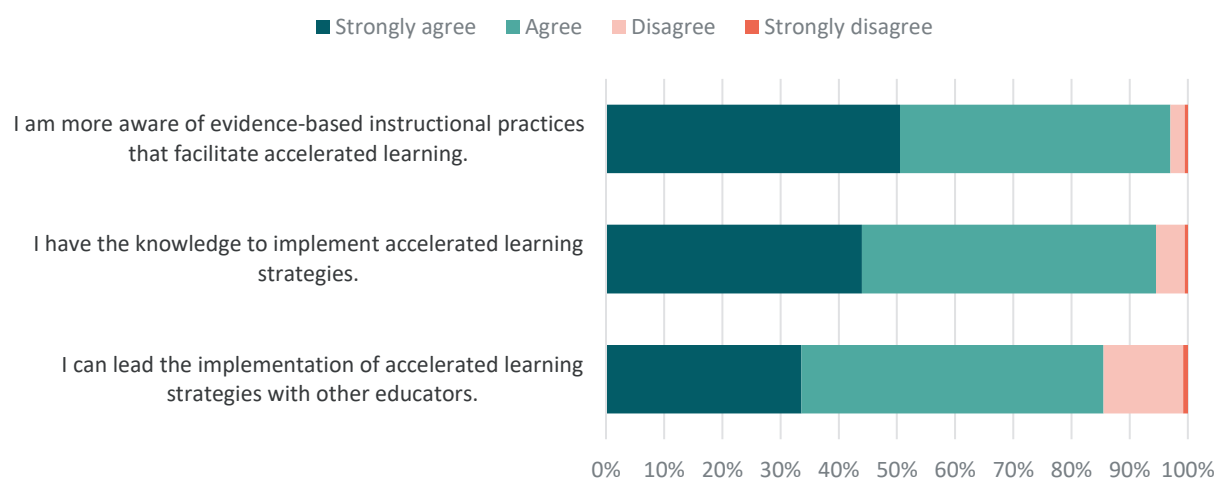
Increasing Learning Among Educators, Paraprofessionals, and Administrators

The third goal of the LASG program is **to increase learning among educators, paraprofessionals, and administrators**. This section relies on participant feedback from professional learning participant focus groups and the professional learning survey and provides a glimpse into the potential impact of the LASG opportunities on educators. Where possible, we look back on multiple years of survey and focus group data to provide a clearer understanding of educator growth in addressing learning gaps and making changes in their instructional practice over the life of the grant.

How did LASG change educators' ability to address learning gaps?

Professional learning participants reported changes in their knowledge and confidence regarding accelerated learning. Most survey respondents (97 percent) strongly agreed or agreed that after participating in professional learning, they were “more aware of evidence-based instructional practices that facilitate accelerated learning.” Survey respondents said professional learning increased their knowledge to implement accelerated learning strategies (95 percent), and most were confident to lead others (86 percent) (figure 11).

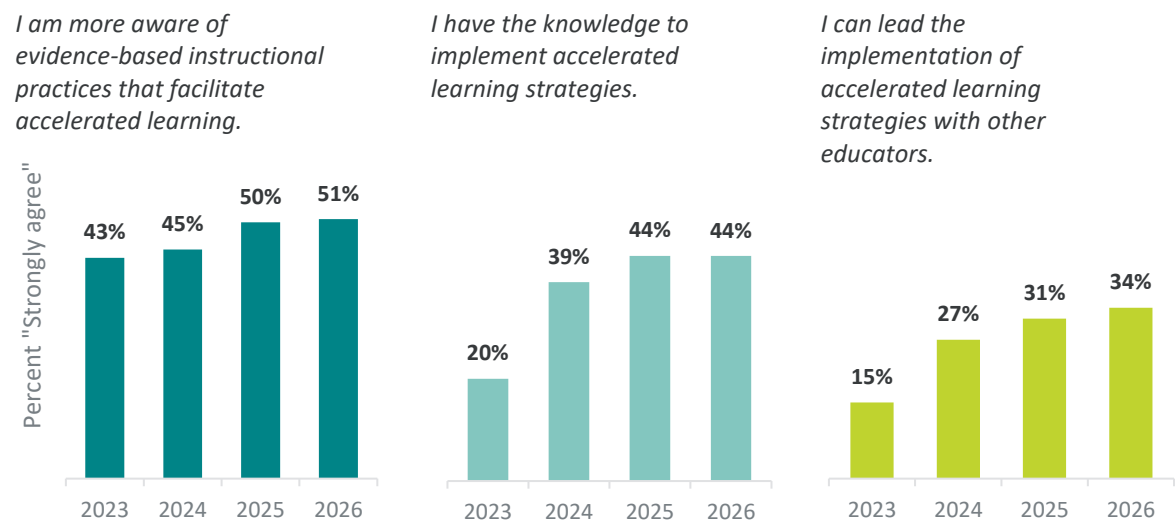
Figure 11. After participating in professional learning, survey respondents were more aware of evidence-based practices and felt they had developed their knowledge and ability to lead others in those practices



Source: Authors' analysis of 2026 professional learning participant survey (N = 373).

When examining the percentage of respondents strongly agreeing to statements about their increased knowledge and confidence, we see a steady increase since the start of the grant (figure 12).

Figure 12. Professional learning participants’ knowledge and confidence with evidence-based practices have meaningfully increased since the start of the grant



Note: Survey respondents differed each year. Some may have taken the survey more than once, while others responded only once. Changes over time therefore reflect shifts in the share of respondents reporting increased knowledge and confidence, not growth among the same individuals.

Source: Authors’ analysis of 2023 (N = 73), 2024 (N = 242), 2025 (N = 533), and 2026 (N = 373) professional learning participant surveys.

The growth in participants’ knowledge of learning acceleration strategies was also apparent in open-ended survey responses. Survey respondents described how teachers are using evidence-based strategies learned through professional learning opportunities.

“My participation has allowed me to share effective, evidence-based strategies with colleagues and support staff, particularly around early literacy and supporting multilingual learners. This has helped promote more consistent instructional practices and better support for students across the classroom.”

– Professional learning participant

“I have strengthened my use of evidence-based literacy strategies to better support my multilingual learners. For example, I have been more intentional in providing explicit instruction in phonics and language structures, while also incorporating opportunities for students to make connections between Spanish and English. I have also increased my use of ongoing assessment data to guide small group instruction and differentiate support based on student needs. These changes have helped me provide more targeted and equitable instruction in my classroom.”

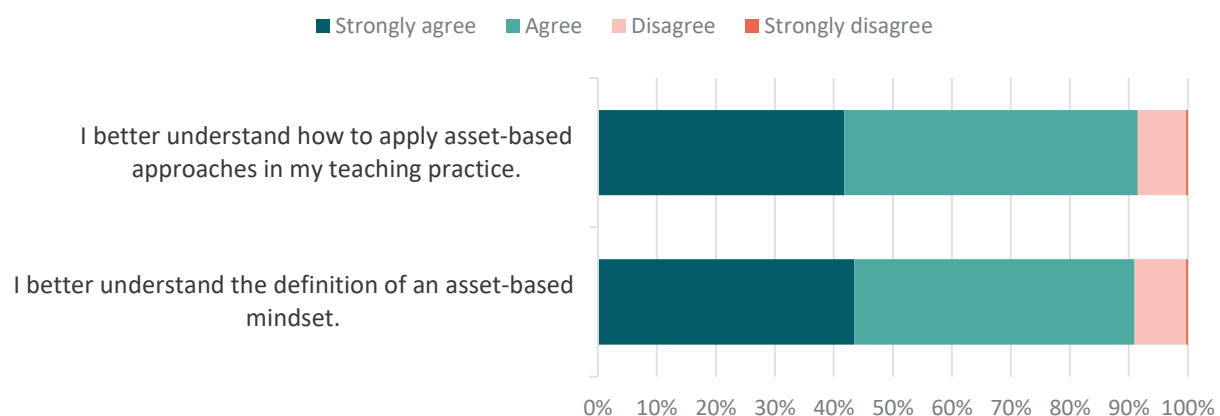
– Professional learning participant

“The teachers have the confidence to try out new ways of teaching for them and are seeing themselves as leaders of teaching math.”

– Professional learning participant

Participants reported changes in their knowledge of asset-based approaches as a result of their professional learning. Ninety-one percent of respondents strongly agreed or agreed that they better understood the definition of an asset-based mindset and how to apply asset-based approaches (figure 13).

Figure 13. After participating in professional learning, survey respondents better understood asset-based mindsets and how to apply them



Source: Authors' analysis of 2026 professional learning participant survey (N = 373).

In some open-ended responses, participants shared that professional learning has impacted educators' asset-based mindsets.

"We've seen a shift in how we identify and support focal students—centering curiosity and building on their assets."

– Professional learning participant

"It absolutely has impacted teachers. It has been a joy to watch their mindsets shift as they do better for their students. It's been the most rewarding part of the work I do!"

– Professional learning participant

"I focus on getting to know students in order to establish stronger relationships and to understand their current prior knowledge. This allows me to see the assets they bring and where to start when bridging to new learning. I also focus more on understanding the progressions of learning in order to help students move forward and connect to current grade-level content. I am also more likely now to focus on grade-level content over staying in past learning. I am also more aware of the importance of developing students' mathematical vocabulary as a way to accelerate learning."

– Professional learning participant

Focus group participants also shared that professional learning impacted their knowledge and confidence in using evidence-based strategies and adopting asset-based mindsets.

"It's really changed my thinking about how I approach the content and what it looks like in my classroom. I feel like [the professional learning] really equipped me—and the other teachers who were representatives for those grade levels—to come back into the classroom and say, 'All right, here's what the pacing guide says we have to get through.' And when you're sitting with a specific group of kids, 'OK, here's what they're bringing to the table.' It's about having that asset-based mindset and saying, 'Where do we tap into what they already care about and leverage that for their deeper understanding and learning?' And that's been really beneficial."

– Professional learning participant

“The professional learning that we’ve encountered has really helped us better understand the instructional shifts of the California Math framework ... The learnings take you a little bit out of your comfort zone. You're role playing. You're in it. And then you're able to apply that to your work as a coach. It's making a difference in every classroom that I work in. I'm seeing shifts because of our involvement in this [professional learning]. And I'm not sure the shifts would have been as noticeable or as quick or as wonderful if we weren't involved.”

– Professional learning participant

During focus groups, grantees shared that making mindset shifts and building confidence in both content knowledge and pedagogy, while necessary for learning acceleration, were sometimes challenging because it takes time to make these shifts.

“It takes time to build it. I think policymakers need to keep that in mind. And we've seen that with the districts and the schools we support. You don't just see the outcome immediately after a year. It takes time to build that. They need to be mindful, when they're allocating funds, to give educators the time for implementation and reflection and planning. You're not going to see instant results, but that doesn't mean it isn't working.”

– Grantee

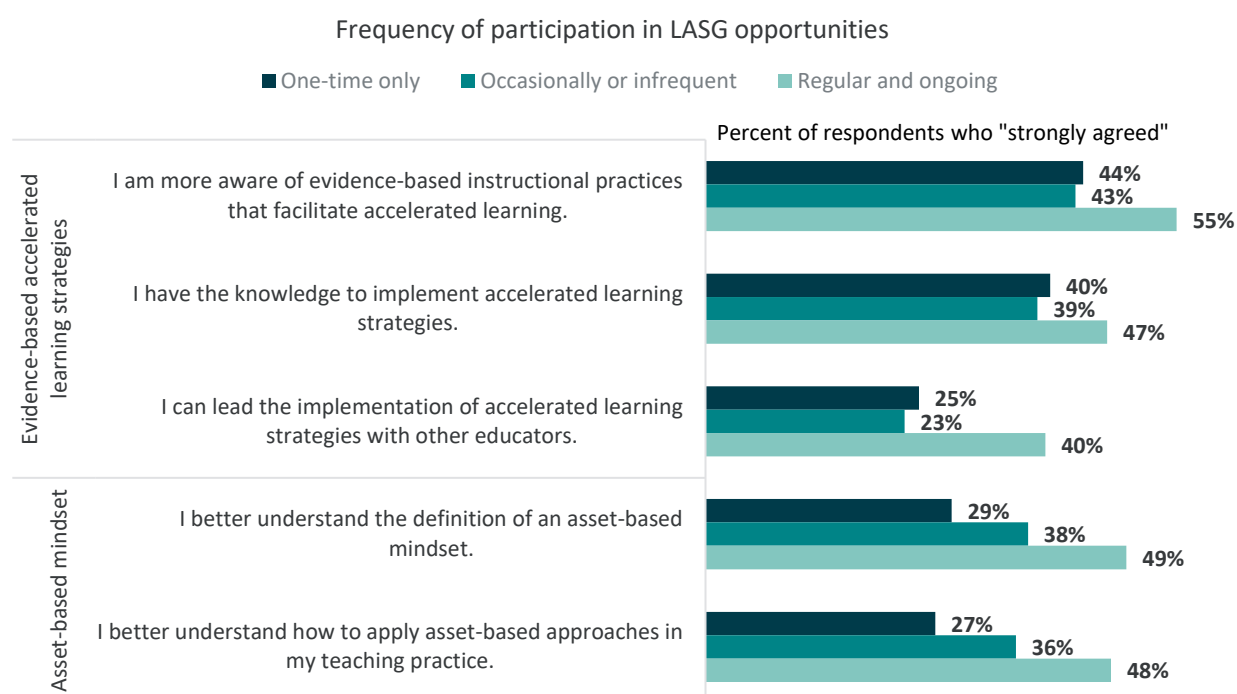
“That mindset shift from educators, going from a remediation mentality to a learning acceleration mentality—that's very impactful for students. I think that's the biggest impact[...]. It's really great to hear that from many educators statewide who we've worked with and supported.”

– Grantee

Higher frequency of participation in LASG opportunities was related to stronger learning outcomes.

Survey data revealed that participants who engaged in professional learning on a regular and ongoing basis (self-reported) were more likely to strongly agree that they gained knowledge, compared to those who participated occasionally or just once (figure 14). For example, 55 percent of regular participants strongly agreed that they were more aware of evidence-based strategies, compared to 43 percent of occasional and 44 percent of one-time participants. This pattern held across other outcomes, such as the ability to implement or lead accelerated learning strategies and apply asset-based practices. These differences highlight the greater potential impact of sustained engagement, but they also highlight the benefit of ongoing professional learning no matter the frequency.

Figure 14. Participants who engaged in LASG opportunities more regularly were more likely to strongly agree with statements about how they had gained knowledge through their participation



Source: Authors' analysis of 2026 professional learning participant survey (N = 373).

Longer duration of participation in LASG opportunities was also related to stronger learning outcomes. Similar to the previous finding, participants who engaged with professional learning opportunities over a longer duration also had stronger learning outcomes. Educators who participated three-plus years were the most likely to strongly agree with statements about gains in knowledge of evidence-based strategies and asset-based approaches.

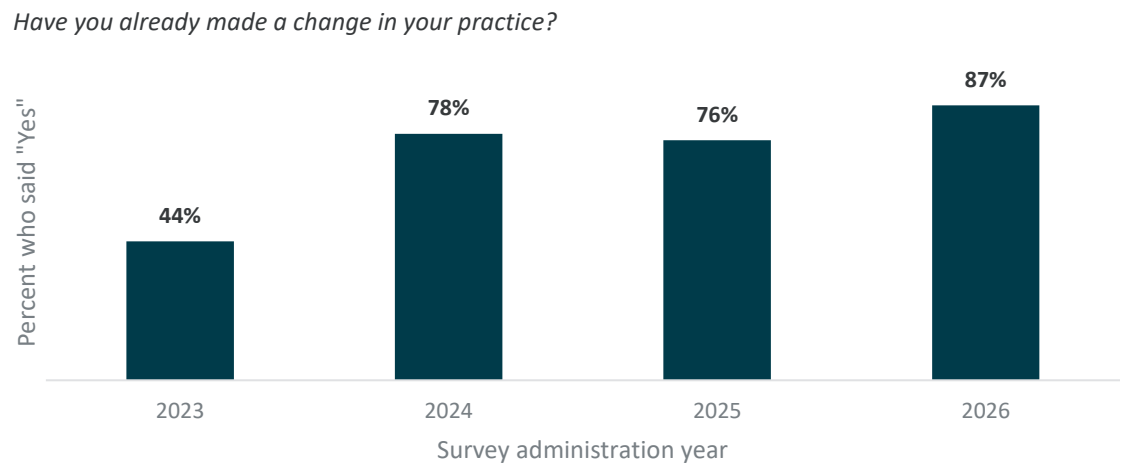
How did LASG change the instructional practice of participants?

Professional learning opportunities under the LASG program are designed to support changes in instructional practice at multiple levels. Classroom teachers may shift their practice directly through participation in sessions that build knowledge, introduce new strategies, or provide targeted support. Simultaneously, teacher leaders, instructional coaches, and school and district administrators also participate in professional learning focused on how to lead and support changes in teacher practice within their schools or systems. In this way, the grant supports both direct and indirect pathways to instructional change. To understand the extent and nature of

these changes, this section draws on survey data and focus group feedback from participants across roles.

Eighty-seven percent of survey respondents said they had already made changes to their instructional practice based on what they had learned through their grantee’s professional learning opportunities. Most respondents who said they hadn’t yet made changes to their instructional practice reported they planned to make such changes in the future. The percentage of respondents who said they had made changes to their practice has increased since the start of the grant (figure 15).

Figure 15. The percentage of participants who changed their practice after participating in LASG professional learning has doubled since the start of the grant



Note: Survey respondents differed each year. Some may have taken the survey more than once, while others may have taken it multiple times. Changes over time therefore reflect shifts in the share of respondents reporting increased knowledge and confidence, not growth among the same individuals.

Source: Authors’ analysis of 2023 (N = 73), 2024 (N = 242), 2025 (N = 533), and 2026 (N = 373) professional learning participant surveys.

Ultimately, focus group participants explained that the professional learning offerings shifted mindsets, created a "positive school culture" with shared language and stronger grade-level or site "alliances," facilitated greater comfort with the new math framework, and encouraged them to revisit foundational instructional skills.

“It’s not so much that I changed what we were doing ... but I feel like I’ve changed my [entire] approach to math and what it looks like in my classroom. I feel really equipped to come back into the classroom.”

—Professional learning participant

In open-ended survey comments educators who work directly in classrooms reported a range of changes in practice, including incorporating specific strategies learned through professional learning, incorporating more differentiated instruction for diverse learners by providing more equitable learning environments for students, and using data and assessment to inform practice.

“Students who are experiencing acceleration are met where they are at rather than evaluated based on past deficits. The acceleration model values lived background experience and student voice, which allows for more autonomy and agency in student learning.”

– Professional learning participant

“My participation has positively impacted my students by strengthening my use of evidence-based, data-driven instruction tailored to multilingual learners. Students are demonstrating growth in early literacy skills, increased confidence in both Spanish and English, and higher levels of engagement. These practices have allowed me to better meet diverse learning needs and provide more equitable access to instruction.”

– Professional learning participant

“I have seen a positive impact on my students because I am now more intentional about differentiating instruction based on their individual needs. My students are more engaged during small group instruction, and they have more opportunities to practice speaking, reading, and explaining their thinking. This has especially helped my multilingual learners feel more confident participating in class and has supported their language development and comprehension skills.”

– Professional learning participant

“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

Additionally, participants who serve in roles supporting and coaching classroom teachers described changes they had made in their approach due to participating in LASG professional learning. These changes included modeling student engagement strategies, collaborating with grade-level teams, and incorporating strategies focused on individualized instruction.

“I’m able to give [teachers] clearer and more actionable strategies that help and encourage more success with the students they interact with builds their courage and confidence as an educator.”

– Professional learning participant

“I model lessons for teachers and help them choose strategies that are helpful for them so student engagement increases.”

– Professional learning participant

These participants also shared their thoughts on how their own professional learning had impacted teachers. They noted seeing teachers using strategies learned through professional learning opportunities, demonstrating increased confidence, utilizing data more often to inform instruction, and being more excited about teaching.

“Classroom teachers are more confident each year. Those who have not tried math tasks are starting to ask questions and pop in to observe. It's very exciting.”

– Professional learning participant

“There’s been overwhelmingly positive response from teachers. They’ve reported greater job satisfaction and support, and they’re more willing to try new instructional approaches.”

– Professional learning participant

Overall, most participants who worked with educators on a day-to-day basis felt their participation had impacted teachers. In 2026, 69 percent of survey respondents who worked with educators felt that their participation had impacted teachers, an increase of three percentage points from the prior year. Like other outcomes, participants who engaged in the LASG more regularly were more likely to report seeing an impact on teachers.

Key takeaways

After participating in professional learning, educators were more aware of evidence-based practices and asset-based approaches and felt they had developed their knowledge and ability to lead others in those practices. Professional learning participants who engaged in professional learning on a regular and ongoing basis were more likely to agree that they gained knowledge, compared to those who participated occasionally or just once. The percentage of participants who changed their instructional practice after participating in LASG professional learning has doubled since the start of the grant. When considering future statewide professional learning initiatives, these findings underscore the importance of professional learning formats that allow for regular and ongoing engagement, as well as the need to allow sufficient time for shifts in educator mindsets and practice to influence student outcomes.



Accelerating Learning for All Students

The final goal of the LASG program is to accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations. In the evaluation’s logic model, this extends beyond students’ academic performance to include outcomes such as increased love of learning, student engagement (attendance), improved perceptions of school climate, and increased collaboration. In this summative stage of the evaluation, we look at a variety of data sources, from publicly available statewide data to participant focus group data, to share the emerging story of how the LASG is changing student outcomes.

This section focuses on findings from our analysis of assessment and chronic absenteeism data from the California Department of Education, survey data from the California Healthy Kids Survey, survey data from the LASG participant survey, and qualitative data from focus groups conducted with grantees and participants. We start by using the statewide data to provide a birds-eye view of student outcomes and to provide context into the outcome trends prior to and following the start of the grant. We then rely on data sources closer to the actual grant implementation to fill in the story. For more details about the data and methods used in this section, refer to appendix B.

Before presenting results, it is important to consider what the literature suggests about when and how teacher professional learning leads to improved student achievement.⁷ For student achievement to improve enough to be reflected in school-level assessment data, several things must happen first. Teachers first need time to learn new strategies or content through participation in professional learning, apply the new knowledge, practice and refine strategies, and then implement them consistently enough to influence student outcomes at scale. We would expect major academic changes only from high-quality professional learning opportunities that are ongoing, job-embedded, and supported over multiple years—not from one-time engagements. For example, individual students may experience gains after a year or two, but it may take several years for there to be enough students experiencing gains to make those gains measurable at the school or district level. Given the timing of the LASG grant, with the first two years focused on system capacity building, and the fact that outcome data are only available through the 2024–25 school year, we do not yet expect to observe significant changes in student outcomes.

⁷ Several articles point to the factors that make for impactful professional learning and contribute to being able to measure subsequent student outcomes (e.g., Darling-Hammond et al., 2017; Desimone, 2009; Yoon et al. 2007).

How did LASG impact student academic outcomes?

This section examines students' academic outcomes, focusing on growth in content knowledge in mathematics and English language arts (ELA). CAASPP math and ELA proficiency rates are used to illustrate overall trends in student achievement over the past 10 years. To provide a more comprehensive view, we also include insights drawn from participant surveys and focus groups, while recognizing that ongoing data collection and analysis by grantees who are closer to program implementation may offer more detailed insights into student outcomes in the future.

A note on our approach to analyzing publicly available statewide data

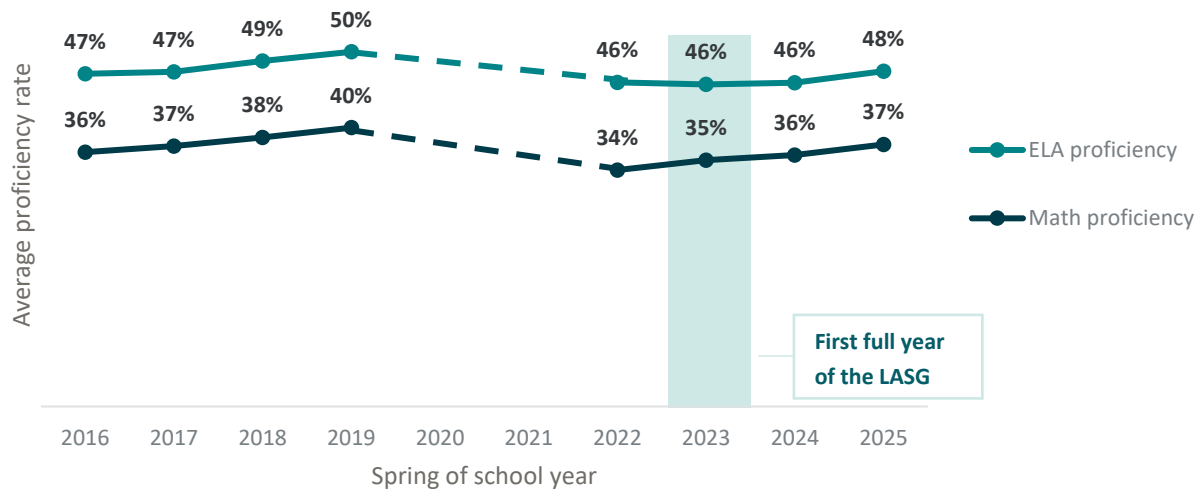
This section is informed by insights from our virtual professional learning network (PLN) meaning-making session (see appendix B for more information). Participants in these sessions encouraged us to focus on describing patterns and trends in student outcomes rather than making causal claims about impact. Given the complexity of the LASG effort—including variation in professional learning approaches, differences in reach and focus across sites, a relatively short window to observe change, and limitations of school-level data—it is not possible to isolate the effects of participation with certainty.

The analysis centers on a subset of schools and districts that engaged in LASG for two or more years, identified through the collaborative effort to compile a list of participating schools and districts. To provide additional context, trends for participating sites are presented alongside statewide patterns in student outcomes. These findings should be understood as one piece of a broader outcomes story, contributing to a more comprehensive understanding of how student outcomes may be shifting over time.

California Assessment of Student Performance and Progress

Statewide, CAASPP proficiency rates have increased since 2021–22 but have not yet recovered from COVID-19 (figure 16). On average, schools in California had a CAASPP ELA proficiency rate of 46 percent and a math proficiency rate of 34 percent in the year before the grant work was fully started in 2022–23. Both numbers represent a dip since COVID-19, which was one of the initial motivations for the development of the LASG program.

Figure 16. Statewide, CAASPP ELA and math proficiency rates have increased since 2021–22 but have not yet recovered from COVID-19

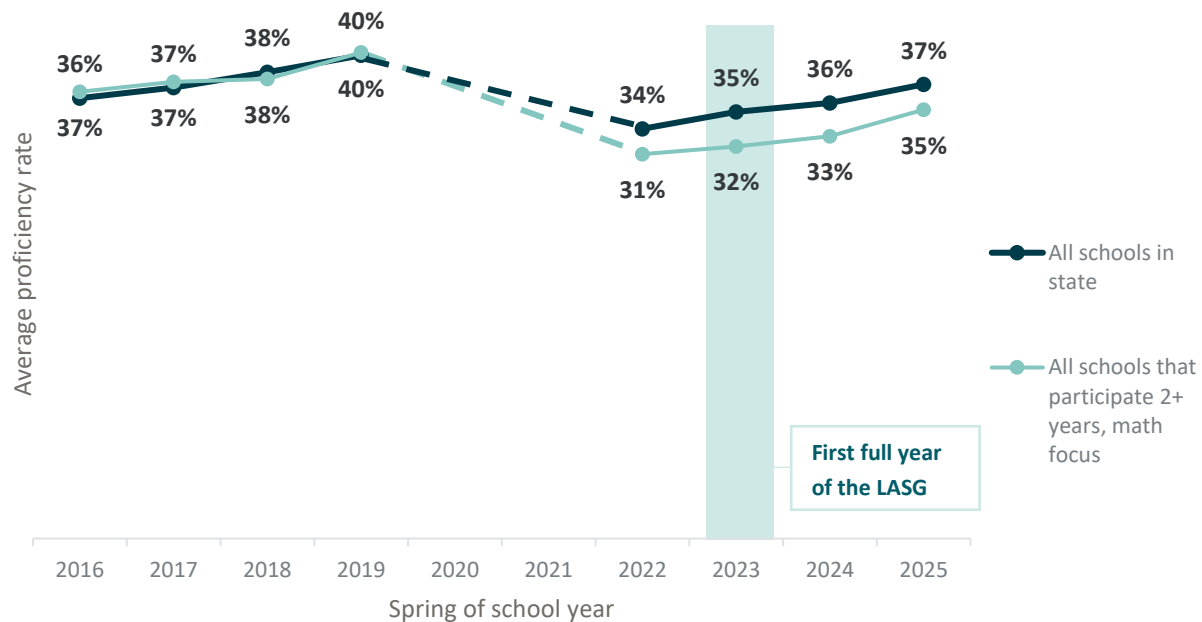


Note: Figure includes all regular public schools in the state with reported proficiency rates for each school year. Data not shown for 2020 and 2021 due to COVID-19.

Source: CAASPP data downloaded from California Department of Education via Dataquest.

LASG-participating schools exhibit similar trends in math proficiency growth (figure 17). On average, schools that participated in math-focused professional learning through the LASG for at least two years in which we have CAASPP data saw a dip from COVID-19 followed by a 4 percentage-point recovery. The figure also illustrates that the schools that participated in the LASG math-focused initiatives were also the schools that experienced a greater dip in scores following the 2019–20 school year and were therefore likely to need additional support.

Figure 17. LASG-participating schools exhibit similar trends in math proficiency from 2015–16 through 2024–25

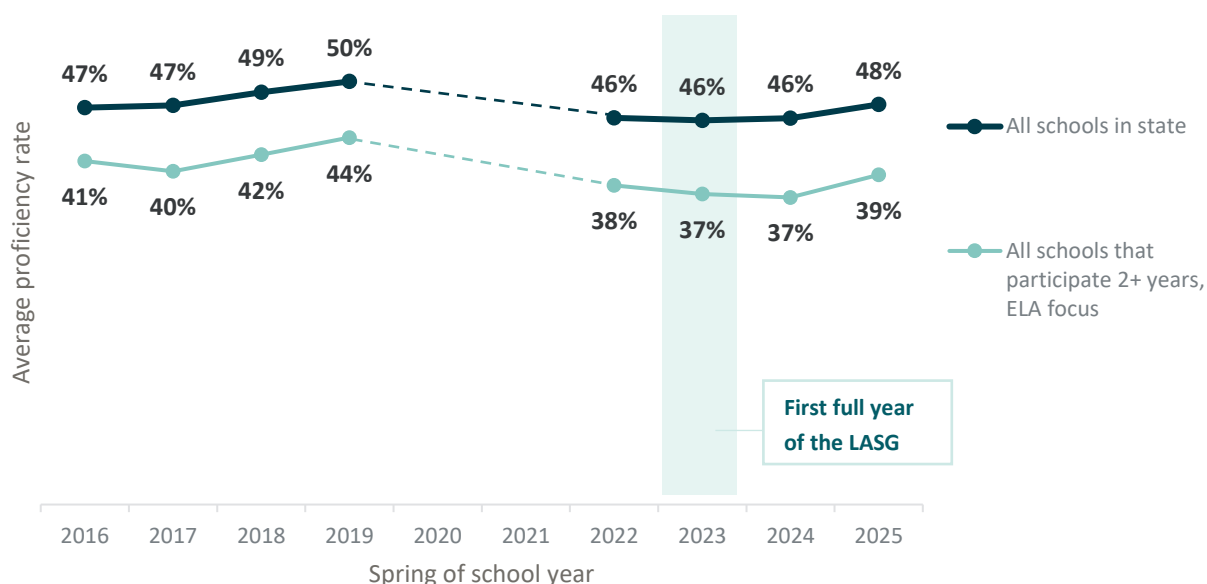


Note: Figure includes all regular public schools in the state with reported proficiency rates for each school year. N = 9,669 for all schools. N = 36 for participating districts with math focus. Data not shown for 2020 and 2021 due to COVID-19.

Source: CAASPP data downloaded from California Department of Education via Dataquest.

LASG-participating schools also exhibit similar trends in ELA proficiency growth (figure 18). On average, schools that participated in ELA-focused professional learning through the LASG for at least two years saw a dip from COVID-19 followed by a modest 1 percentage-point recovery.

Figure 18. LASG-participating schools exhibit similar trends in ELA proficiency from 2015–16 through 2024–25



Note: Figure includes all regular public schools in the state with reported proficiency rates for each school year. N = 9,669 for all schools. N = 30 for participating districts with ELA focus. Data not shown for 2020 and 2021 due to COVID-19.

Source: CAASPP data downloaded from California Department of Education via Dataquest.

Overall, the findings suggest that LASG-supported professional learning has reached schools serving students with greater need, as evidenced by below-average baseline academic achievement (as measured by CAASPP proficiency). This indicates that resources and supports were directed toward contexts where they may be most needed.

While participating districts do not show markedly different rates of improvement compared to others, the generally positive trends observed in student outcomes are still notable and may reflect, in part, the contributions of the grant. At the same time, these patterns should be interpreted cautiously given the limitations of the analysis.

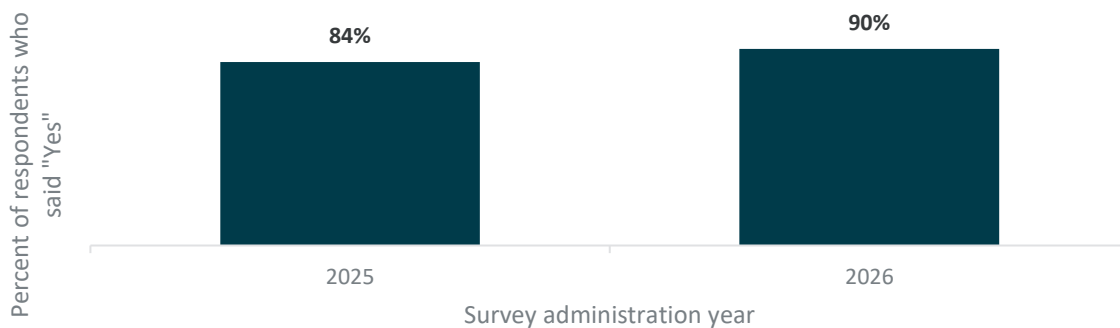
Academic outcomes as reported in other data sources

To deepen our understanding of student academic outcomes, the quantitative findings are complemented by other sources of evidence (e.g., analyses of more targeted samples, qualitative data, survey data), which point to promising signs of growth in student outcomes.

The professional learning participant survey asked respondents about their perception of LASG's impact on their students. Ninety percent of respondents said they felt their participation had impacted students, an increase of 6 percentage points from the previous year (figure 19).

Figure 19. The percentage of educators who believed their participation impacted students increased between 2025 and 2026

Do you feel like your participation has impacted students?



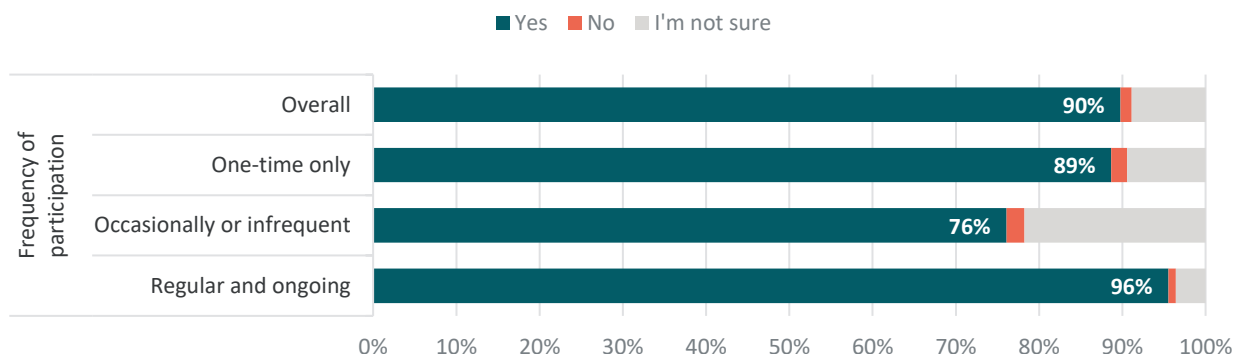
Note: All respondents were asked this question, regardless of their role.

Source: Authors' analysis of 2025 and 2026 professional learning participant survey (N = 373).

Similar to the teacher impact findings, those who participated in LASG-sponsored opportunities with more frequency were more likely to report an impact on students (figure 20).

Figure 20. Overall, 90 percent of participants felt their participation had impacted students, and this was greater for participants who engaged with the LASG on a regular and ongoing basis

Do you feel like your participation has impacted students?



Note: All respondents were asked this question, regardless of their role.

Source: Authors' analysis of 2026 professional learning participant survey (N = 373)

Educators used the open-ended questions in the participant survey to give specific examples of academic outcomes, such as increased literacy and math achievement, they had observed in their students.

“Students are engaging in productive struggle and showing greater creativity and mathematical thinking. As instruction has shifted, we’ve seen increased engagement, stronger classroom community, and growing confidence—along with improvements in grades and teams exiting DA [differentiated assistance].”

– Professional learning participant

“My students benefit tremendously. Those who don’t know how to read at the beginning of the year, by the end of 20 weeks they’re reading at grade level or above.”

– Professional learning participant

“Students have shown accelerated progress going from the lowest in their class to average or above average in their class.”

– Professional learning participant

As one educator noted in a participant focus group, there were promising early gains after implementing new classroom strategies, which contributed to their excitement about continuing the work.

“From our first year to the second year, our CAASPP scores went up 5 percent in [ELA] and math, just based on using the strategies and holding ourselves accountable for making sure that students are learning. I’m excited to see what happens at the end of this school year ... [We] will continue to use this work going forward. We really see the value in it.”

– Professional learning participant

How did LASG impact student non-academic outcomes?

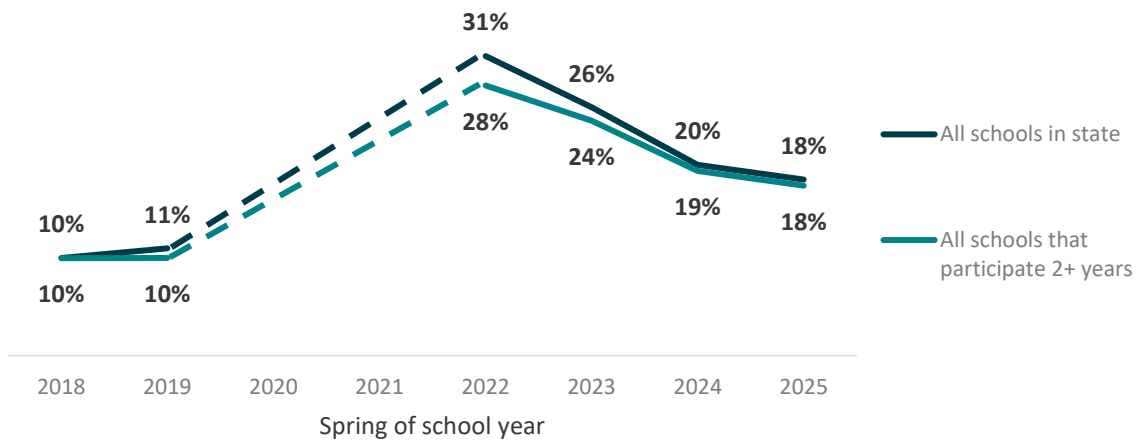
This section examines a range of non-academic outcomes, including school attendance and engagement, student self-efficacy, love of learning, and perceptions of school climate and collaboration. To understand these outcomes, we draw on multiple data sources, including chronic absenteeism rates, summary findings from the California Healthy Kids Survey, participant surveys and focus groups, and select data collected by grantees.

Statewide data trends

Statewide, chronic absenteeism rates have declined since the pandemic (figure 21). LASG-participating schools had, on average, experienced similar pandemic-era increases in absenteeism and have followed comparable improvement trends in recent years.

Figure 21. Chronic absenteeism rates have declined since the 2021–22 school year

Average percent of students who experience chronic absenteeism at schools in the state



Note: Figure includes all regular public schools in the state. N = 9,669 for all schools. N = 66 for districts who participated for two-plus years. Data not shown for 2020 and 2021 due to COVID-19.

Source: Data downloaded from California Department of Education via Dataquest.

Districts participating in the LASG also had nearly identical trends as the state average in the California Healthy Kids Survey items related to school climate and academic engagement (figure 22).

Figure 22. On average, districts that participated in the LASG had similar responses to survey items measuring academic motivation, high expectations, and meaningful participation



Note: These data represent district-level averages and includes the grade 5 survey only.

Source: California Healthy Kids Survey from the California Department of Education and WestEd. See appendix B for more details on the data source for this figure.

Non-academic outcomes as reported in other data sources

Additional data sources further illuminate these non-academic outcomes, drawing on qualitative insights and survey findings to capture dimensions not visible in statewide indicators alone. Across these sources, participants report promising signs of growth in areas such as student engagement and collaboration, confidence, and “joy” with the overall learning experiences, offering a more nuanced view of how outcomes may be shifting over time.

In open-ended survey responses, educators said incorporating strategies they had learned through the LASG had made their student more engaged and collaborative and more willing to ask questions and use problem-solving strategies.

“Students are more engaged and working together better. No one in my classroom complains about partners anymore. They know they will be grouped randomly, and they are all working together like a team!”

– Professional learning participant

“Students are more involved in the learning process. They are not just passive observers. They’re discovering how math works. They’re learning to work together, to describe their thinking, and to be problem solvers.”

– Professional learning participant

“It has impacted my students by creating an environment where they feel safe answering questions because they are able to read words and understand their meaning.”

– Professional learning participant

Educators also described other shifts in their students’ mindsets, such as students exhibiting more perseverance and self-efficacy around tasks and more confidence. They also described students as more “joyful” when engaged with academic tasks.

“It improves their confidence and challenges them to not give up so easily by encouraging the struggle and viewing it as an opportunity for growth.”

– Professional learning participant

“My students that I currently work with are so excited and realize that they are learning new skills. This makes the learning more enjoyable and fun, which in turn makes the students more confident in their learning.”

– Professional learning participant

Finally, a review of available grantee quarterly reports indicates that grantees have begun collecting student-level data to examine outcomes closer to implementation. Grantees used a range of strategies—including pre/post surveys, observation protocols, interviews, and classroom assessment data—to assess student growth in social and emotional skills and academic achievement. Some grantees have already reported early signs of success through these internal evaluation efforts. However, it is still relatively early in implementation to expect systematic changes in student outcomes. In addition, at the time of writing, some grantees had not yet published final reports containing student outcome data. Although these grantee-collected data offer useful insight into outcomes at a smaller scale, differences in measures and methods mean they cannot be used to assess student outcomes consistently at the statewide level. For examples of student outcomes measured through grantee-collected data, see the [individual case briefs](#) published on the CCEE website in December 2025.

Key takeaways

Schools participating in LASG showed patterns consistent with statewide trends across CAASPP ELA and math performance, chronic absenteeism, and California Healthy Kids Survey indicators related to academic engagement and school climate. Although participating schools did not outperform statewide gains in assessment proficiency or decreases in chronic absenteeism rates, their rates still improved over the duration of the grant. In addition, the percentage of educators who believed their participation impacted students increased between 2025 and 2026, and participants who participated in LASG-sponsored opportunities with more frequency were more likely to report an impact on students. Educators shared various impacts on student academic outcomes and student non-academic outcomes such as student engagement and collaboration, confidence, and “joy” with the overall learning experiences.

These findings highlight the importance of using multiple measures to understand student outcomes, especially during early stages of implementation when we don’t expect movement on statewide indicators. Continuing to layer qualitative and quantitative data sources, relying on both internal and external evaluation data collection, and highlighting examples of progress in targeted case briefs are ways to demonstrate emerging student outcomes. Overall, the data currently available suggest that continued investment in sustained, high-quality professional learning focused on learning acceleration may support meaningful, if gradual, improvements in student outcomes.

Sustaining the work of the grant

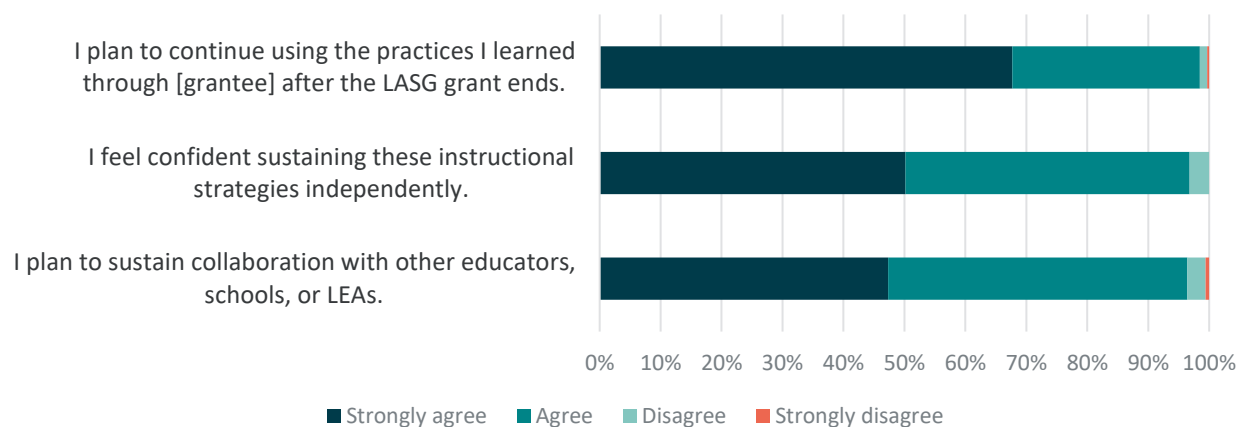
As California looks beyond the grant period, sustaining the impact of the LASG program requires intentional planning to maintain and scale what has proven effective. In the program’s logic model, long-term success is defined by the extent to which systems, practices, and supports become embedded statewide. Progress to date demonstrates a strong foundation, including movement toward a robust infrastructure for high-quality professional learning, expanded use of evidence-based strategies, and increased support for students. This section takes a deeper dive into data focused on sustaining the progress made through the grant, drawing on participant survey data and grantee focus group data.

What practices did participants hope to sustain?

This year, additional questions were incorporated into the professional learning participant survey to better understand sustainability. Educators reported on the practices they intend to continue beyond the grant period, as well as anticipated barriers and areas where additional support may be needed. These insights provide valuable direction for the state, COEs, and LEAs to strategically plan for sustaining and building on the work started by the grant.

Nearly all survey respondents reported planning to continue using the new practices they learned through the LASG, and most felt confident in their ability to sustain instructional strategies independently, although the percentage who responded “strongly agree” was smaller (figure 23).

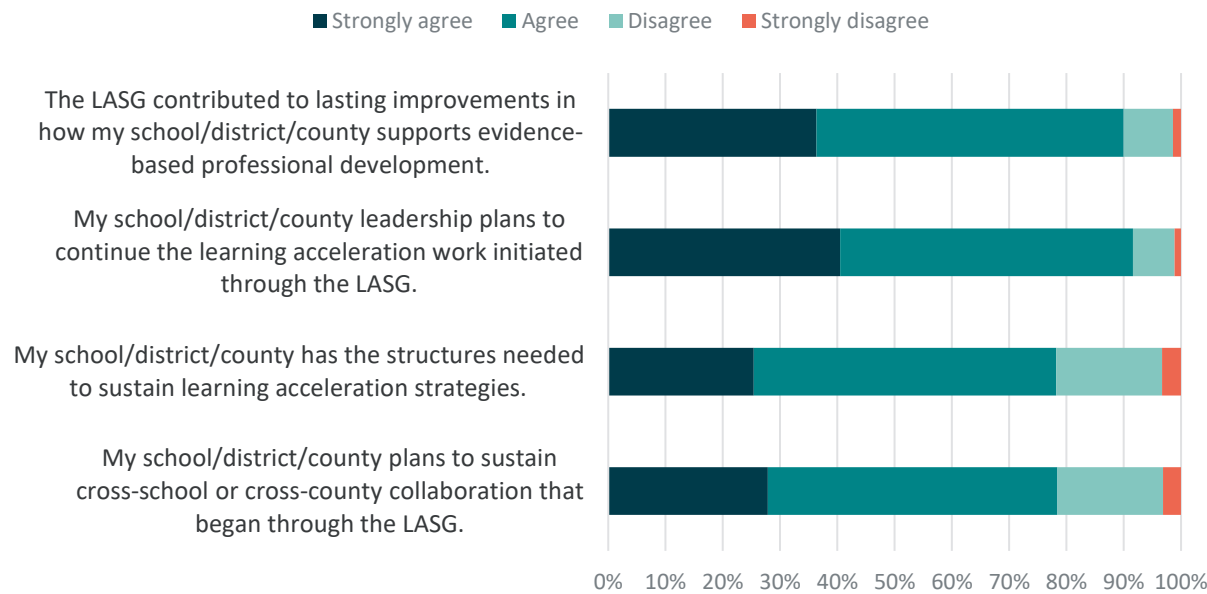
Figure 23. Educators plan to sustain the changes in practice, including collaboration, that resulted from the LASG



Source: Authors’ analysis of 2025 and 2026 professional learning participant survey (N = 373).

Educators who participated in professional learning also shared their perceptions about their school, district, and/or county’s role in sustaining LASG work. Most believed that the LASG led to lasting improvements in their context and that their leadership plans to continue the work (figure 24). Participants were somewhat less confident about whether their school, district, and/or county had the structure in place to do so, however, including whether they would sustain collaboration.

Figure 24. Professional learning participants believed that their school, district, and county leadership benefited from and plans to continue the work started by the grant

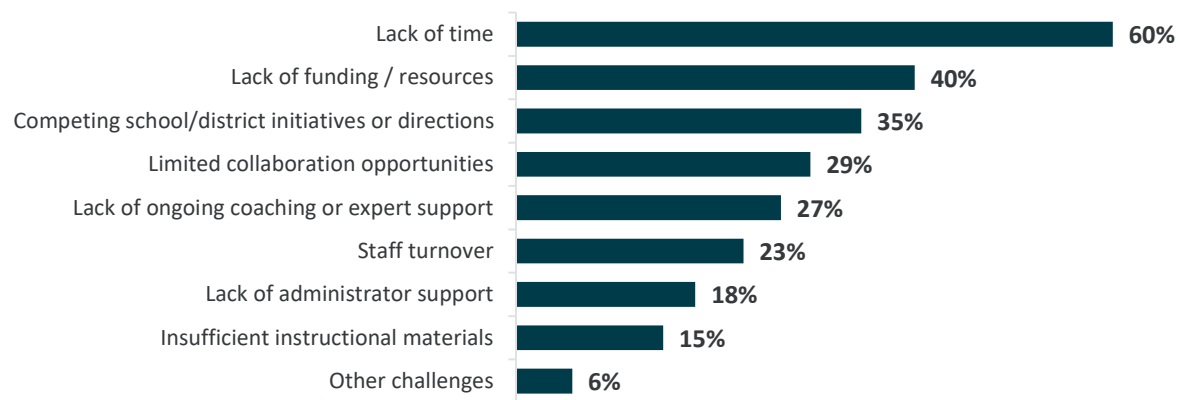


Source: Authors’ analysis of 2025 and 2026 professional learning participant survey (N = 373).

Survey respondents also identified notable challenges to sustainability (figure 25). Lack of time was the most commonly cited barrier (60 percent of respondents), followed by a lack of funding and resources (40 percent of respondents). On the other hand, relatively few respondents named lack of administrator support (18 percent), suggesting that educational leaders have been supportive of the LASG efforts. Similarly, only 15 percent of respondents named insufficient instructional materials as a barrier, suggesting that most educators feel adequately equipped with the instructional resources needed to sustain their work.

Figure 25. Educators named lack of time, funding, and resources as the top challenges to sustainability

What challenges, if any, might limit your ability to sustain the practices you learned through grantee?



Source: Authors' analysis of 2025 and 2026 professional learning participant survey (N = 373).

During focus groups, when asked generally which aspects of the professional learning they hoped would continue beyond the life of the LASG grant, participants named the following: collaboration, professional learning communities, instructional coaching and mentorship, literacy intervention, lesson study, asset-based practice, student-centered instruction, a focus on equity, data-driven instruction and assessment, and stipends for participation. Two focus group participants specifically mentioned the impact the grant had had on their practice and on student learning:

"I hope the district continues to prioritize coaching, meaningful collaboration time, and access to culturally and linguistically responsive resources. These supports have made a significant impact on my practice and on student learning, especially for multilingual learners, and they would be valuable to sustain long-term."

– Professional learning participant

"I hope the focus on data-driven instruction, structured small group support, and ongoing professional development continues beyond the grant. Maintaining flexible asynchronous learning opportunities and dedicated collaboration time would also be key to sustaining and expanding the impact on student learning."

– Professional learning participant

During the focus groups, many grantees expressed hope that the LASG efforts will be sustained beyond the grant cycle, largely through other statewide programming and/or the continued availability of asynchronous materials. Lack of familiarity with other initiatives, grantee team turnover (e.g., retirement), and the dependence on LASG funding to maintain roles in county offices were a few factors described as potentially influencing this possibility, however.

“I feel like we have so much momentum within this work. So, how do we keep that going? Because it takes time to get a system going, and then right when you're learning and you're building—to have to start all over again with something new, that's hard.”

– Grantee

“I'm hoping for sustainability. What we were trying to do is create systems for these professional learning models that could then drive systemic change across the entire system. It's always been about continuing that effort beyond the life of this grant. And that's the biggest hope.”

– Grantee

What will help with sustainability?

Taken together, these findings point to strong foundational support and readiness but also underscore the need for targeted investments in time and funding and structures to fully institutionalize LASG-supported practices. For example, in the participant survey, one professional learning participant gave an example of the need for embedded structures to sustain the work, such as a dedicated staff position.

“I think there is so much going on in schools, that if someone doesn't have the job of making sure it continues, then it won't.”

– Professional learning participant

When asked their opinion on what would help ensure the sustainability of learning acceleration practices, professional learning participants named the following: funding, financial support, protected time, district and school leadership support and buy-in, systems and structures, continued collaboration, ongoing professional learning, coaching support, and wider participation within schools.

In an open-ended response, one educator highlighted the importance of dedicated funding to achieving the goals of the grant:

“Dedicated funding to develop site-based coaches is also critical to support ongoing implementation and monitor outcomes aligned to professional learning network goals.”

– Professional learning participant

Another stressed the importance of embedding and standardizing the adoption of learning acceleration practices across districts.

“It would help if acceleration practices were a part of our PLC's and we had protocols to follow across the district. I have been at different schools within my district and each school I have been at decides what they focus on and how.”

– Professional learning participant

Key takeaways

Overall, findings from participant surveys and focus groups suggest a strong foundation for sustaining LASG-supported work. Professional learning participants indicated that they plan to continue using the new practices they learned through the LASG, and most felt confident in their ability to sustain instructional strategies independently. Most believed that the grant led to lasting improvements in their context and that their leadership plans to continue the work. They were somewhat less confident about whether their school, district, and/or county had the structure in place to sustain the work, however.

While most professional learning participants overwhelmingly planned to continue implementing new practices and expressed optimism that their schools, districts, and counties would sustain changes, they identified notable challenges to sustainability, including lack of time and a lack of funding and resources. Meanwhile, participants mentioned several factors that may help ensure the sustainability of learning acceleration practices, including funding, financial support, protected time, district and school leadership support and buy-in, systems and structures, continued collaboration, ongoing professional learning, coaching support, and wider participation within schools. Together, these findings point to strong foundational support and readiness, while also underscoring the need for targeted investments in time and funding and structures to fully institutionalize LASG-supported practices.

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Appendix A. Evaluation Questions

This appendix includes information about the formative (table A1) and summative (table A2) evaluation questions, relevant grant goals, and evaluation data sources.

Table A1. Formative evaluation questions and data sources

Grant goal	Formative evaluation question	Data sources
Develop a robust infrastructure for professional learning Implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning recovery and acceleration	1. What systems and processes supported grantees in selecting evidence-based strategies and developing professional learning opportunities?	• Focus groups with grantee staff members • Focus groups with professional learning participants • Survey of professional learning participants • Program documents
	1a. How aligned are program systems and processes across grants and Initiatives, and how can this alignment be strengthened?	
	1b. What partnerships or structures were developed by grantees to support professional learning, including systems of dissemination?	
	1c. What were the challenges or barriers to implementation of grantee's systems and partnerships?	
	1d. What are the bright spots and lessons learned that can inform future initiatives related to professional learning statewide?	
Implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning recovery and acceleration Increase professional learning among educators, paraprofessionals, and administrators Accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations	2. What content (topics or areas of focus) best meets the needs of participating local education agencies?	• Focus groups with grantee staff members • Focus groups with professional learning participants • Survey of professional learning participants • Observations of professional learning sessions • Program documents
	2a. Do needs vary by locale (urban, suburban, rural)?	
	2b. How can professional learning opportunities address the needs of diverse learners, including early learners, English learner students, students with disabilities, students with dyslexia, students experiencing homelessness, low-income students, and foster youth?	
	3. What structures (methods of delivery) best meet the needs of participating local education agencies?	
	3a. Do needs vary by locale (urban, suburban, rural)?	
Develop a robust infrastructure for professional learning	3b. How can technology be leveraged to scale access to professional learning opportunities?	• Focus groups with grantee staff members • Focus groups with professional learning participants leaders • Survey of professional learning participants

Grant goal	Formative evaluation question	Data sources
Implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning recovery and acceleration	4. How well do professional learning opportunities align to the CCEE theory of action and essential design principles?	• Observations of professional learning sessions • Program documents

Table A2. Summative evaluation questions and data sources

Grant goal	Summative evaluation question	Data sources
Implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning recovery and acceleration Increase learning among educators, paraprofessionals, and administrators	1. What are the characteristics of instructional staff and local education agencies served during the grant period?	• Program documents • Attendance data • Grantee-provided data
	2. Did participants access the professional learning materials and complete the learning objectives related to evidence-based accelerated learning strategies?	• Focus groups with professional learning participants • Attendance data • Program documents
Implement evidence-based professional learning opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning recovery and acceleration Increase learning among educators, paraprofessionals, and administrators	3. What were participants' perceptions of the quality, relevance, and usability of the professional learning they received?	• Survey of professional learning participants • Focus groups with professional learning participants and grantee staff members
	3a.* Did perceptions change over time?	
	3b. What strategies, structures, and supports did participants perceive as most effective?	
Increase learning among educators, paraprofessionals, and administrators	4. Did professional learning opportunities lead to changes in: • The instructional practice of participants? • The recruitment and retention of instructional leaders? • The ability to address learning gaps due to COVID-19 through effective instruction?	• Survey of professional learning participants • Focus groups with grantee staff members • Focus groups with professional learning participants

Grant goal	Summative evaluation question	Data sources
Accelerate learning for all students impacted by COVID-19 learning disruptions, including students with unique considerations	5.* To what extent was professional learning received through the grant associated with changes in students': • School attendance? • Achievement in core subjects (English language arts and math)? • Perception of school climate and culture of collaborative learning? • Self-efficacy in English language arts and/or math? • Increased "love of learning"?	• Survey of professional learning participants • Administrative data • Program documents • California Healthy Kids Survey
	5a.* Do these relationships vary by student group (race/ethnicity, English learner status, free or reduced-price lunch status, individualized education program status)?	
Develop a robust statewide infrastructure for professional learning	6.* To what extent did program systems, structures, and partnerships facilitate the spread of professional learning?	• Program documents • Focus groups with grantee staff members

*Note: Summative evaluation questions 3a, 5, 5a, and 6 will be answered in upcoming memos once the evaluation team has more robust data.

Appendix B. Methods

This appendix triangulates data from both qualitative and quantitative sources. Information is also included about the advisory group that provides feedback on ongoing evaluation activities, including data collection instruments and plans. This section describes the methods for the year 5 evaluation.

Advisory group

Advisory group members include the CCEE and key personnel from each grantee, including individuals leading internal evaluation efforts for each project. The advisory group participated in a September 18, 2025, meaning-making session as part of the PLN, where we reviewed the summative evaluation goals, explained our current plans, addressed some questions and points raised during the May PLN, and presented an example data summary for each grantee. Feedback from this session informed our approach to analyzing student outcome data. A central takeaway was that we should not expect large shifts in school-level assessment scores or student outcomes, given the complexities of professional learning implementation within a statewide system. Grantees highlighted several contextual factors, including the focus on early grade levels not yet assessed by standardized tests, variation in teacher participation, an initial emphasis on building county and district capacity before classroom-level changes, and differences in grade levels and subject focus across grants. These discussions led to the decision to develop a school and district participation spreadsheet to capture more nuanced information about engagement in professional learning opportunities. Our team believed that investing in more detailed documentation of the grants' implementation and growth would strengthen the summative evaluation in spite of limitations in the student outcome analysis.

Grantee focus groups

The evaluation team facilitated focus groups with leaders from each of the three grantees, as well as CCLA's regional hub leads. Participants in grantee focus groups were contacted based on their prior involvement in the evaluation, though grantees ultimately determined team member participation based on the discussion topics shared in advance of the focus group. Regional hub focus group participants included those focused on math content, English Language Arts content, and additional leadership team members—all of whom were determined in consultation with CCLA grantees. The evaluation team revised the grantee team focus group protocol, in collaboration with CCEE, in January 2026. These minor changes included revising the list of priority questions. Following these changes, the evaluation team began outreach and scheduling with grantees, which resulted in focus groups scheduled in February 2026. Focus groups were scheduled as follows:

- CCLA:
 - February 5: Two participants
 - February 26: 13 participants across three focus groups
- Project CLEAR: February 6: Five participants
- RMC: February 11: Five participants

Upon completion of the six focus groups, the evaluation team met to develop a list of themes that arose. In March, the team then met with CCEE to walk through preliminary findings and discuss implications for additional support or future evaluation activities. We also shared preliminary findings from these focus groups with grantees at the May 27, 2026, PLN meeting.

Professional learning participant survey

The evaluation team surveyed professional learning participants annually to collect information about their experience; the quality, relevance, and usability of the program; and their professional learning needs. The survey also asked about any changes to participants’ instructional practices as well as their perceptions of the impact on teachers and students. Before the first survey launch in 2023, both CCEE and the advisory committee reviewed the survey and provided feedback on structure and content, including question wording. CCEE provided annual feedback on any adjustments to the survey before administering in subsequent years.

The evaluation team administered the fourth and final survey in March 2026 to 2,040 grantee-identified professional learning participants using the Alchemer online survey platform. We followed up with survey respondents through an email campaign based on their survey completion status. A total of 373 participants completed the survey in March 2026. See table B1 for survey response counts for each year. A breakdown of survey responses by grantee and demographic appears in table B2.

Table B1. Survey response counts by year

Survey administration year	Total surveys administered	Total responses	Response rate
2023	365	73	20%
2024	984	242	25%
2025	2,125	533	25%
2026	2,040	373	18%

Source: Authors’ analysis of 2023, 2024, 2025, and 2026 professional learning participant surveys.

For the data exploration and analysis, we used Stata, a statistical software package. We examined overall descriptive statistics for each question and report aggregated findings since this is a systemwide evaluation. Where relevant, we disaggregated results by locale or other participant characteristics such as level of involvement with the grant.

Table B2. Characteristics of LASG professional learning participants who completed the survey

Characteristic	Percent of respondents (N = 373)
Grantee	
Rural Math Collaborative	26%
California Collaborative for Learning Acceleration	37%
Project CLEAR	37%
Role	
General education teacher (TK–12)	49%
Special education teacher	7%
Early childhood educator	1%
Teacher on special assignment (TOSA)	12%
Instructional coach	2%
Paraprofessional or classroom aid	1%
School administrator	4%
District administrator	3%
County office staff and/or administrator	14%
Other (examples include ELD coordinators, reading specialists, intervention teachers and specialists, dual language teachers)	8%
Experience in current role	
1 year	7%
2–3 years	16%
4–9 years	34%
10 or more years	43%
Years participating with LASG	
1 year	60%
2 years	24%
3 or more years	16%
Frequency of participation in grantee’s professional learning	
Regular and ongoing	61%

Characteristic	Percent of respondents (N = 373)
Occasionally or infrequently	25%
One-time only	14%
<i>Grade level(s) participant primarily works with</i>	
Elementary	72%
Middle	34%
High	21%
Other	8%
<i>Location</i>	
Rural	29%
City	34%
Suburb	25%
Town	12%

Source: 2026 LASG Participant Survey (N = 373).

Professional learning participant focus groups

In addition to the grantee focus groups, the evaluation team conducted focus groups with participants in professional learning hosted by each of the three grantees in April 2026.

Participants in the focus groups were selected based on their responses to a question in the professional learning participant survey about their willingness to participate in a focus group. We reached out to a sample of those who answered “yes” indicating they would be willing to participate in a focus group and offered two focus groups per grantee and made several attempts to engage participants. See below for the number of participants for each grantee:

- **Project CLEAR.** The evaluation team spoke with two participants
- **CCLA.** The evaluation team spoke with four participants
- **RMC.** The evaluation team spoke with three participants

Document review

To inform the evaluation of the impact of professional learning, the evaluation team collected documents related to professional learning sessions and their implementation. We worked with CCEE and the grantees to develop systems and structures to house and share relevant program documents. These documents varied according to the context of each grantee’s professional learning offerings. In this final year, we focused on reviewing grantees’ quarterly reports from

year 5 (quarters 1–3), which included information on implementation and outcomes. Our review of the selected documents was also guided by themes that emerged from other data sources, such as focus groups and the participant survey.

Professional learning session attendance

Like last year, we looked at professional learning attendance on a broader scale. For the course of the grant period, we look at overall participation numbers instead of the number of individual sessions a participant attended. These numbers were shared with us by grantees when they sent comprehensive lists of professional learning participants for the survey administration.

School and district participation data

With support from CCEE, CCLA, Project CLEAR, and RMC, we compiled a comprehensive list of schools and districts that participated in the LASG grant at any point during the grant period. This effort began with a list developed by CCEE, which was then shared with grantee leadership, including Regional Hub leads, for review and refinement. In addition to documenting the years of participation for each school and district, the dataset included fields capturing the nature of involvement (and how it may have evolved over time), the individuals who received professional learning, estimated participation counts, whether the engagement was ongoing or one-time, and the subject area and grade-level focus.

To minimize reporting burden, these additional fields were completed only for schools and districts that participated in the grant for two or more years; this subset constitutes the sample for the outcomes analysis. Because the dataset was compiled manually by multiple contributors across grantees and, in some cases, completed retrospectively, participation figures should be interpreted as estimates rather than precise counts.

The decision to invest in developing this dataset was informed by feedback from grantee staff during professional learning network (PLN) discussions about the summative evaluation. These conversations highlighted the need for a clearer and more consistent understanding of which schools and districts should be included in analyses of administrative data on student outcomes. They also underscored the importance of capturing the variation and complexity of grant implementation over time, enabling a more nuanced description of how and where the LASG has reached educators and students.

Administrative data outcomes analysis

Data Sources

To create our analytic file for the descriptive analysis of statewide data, we combined multiple data sources (table B2) across several years to be able to follow outcomes over time for participating schools and districts.

Table B2. List of data sources

Data source	Description of data	What level of data are available	Years included (spring)
National Center for Education Statistics Common Core of Data	Directory and enrollment information	Every school and local educational agency (LEA) in California	2016–2025
LASG school and district participant spreadsheet	Grantee-provided information on participation	Every school and LEA grantees identified, details only for two-plus years of participation	2023–2026
California Assessment of Student Performance and Progress (CAASPP)	Proficiency data	Every school and LEA in California, plus state-level data; subgroup and grade-specific data	2016–2025, minus 2020 and 2021
Chronic absenteeism	Percentage of students who were chronically absent	Data at the school level for every school in California; subgroup-specific data	2018, 2019, 2022–2025
California Healthy Kids Survey	Survey results for three measures (academic motivation, high expectations, meaningful participation)	District-level data for districts with reports published to public website; grade-specific data	2019–2025

A note about data from the California Healthy Kids Survey: District-level survey measures were extracted from publicly available California School Climate, Health, and Learning Surveys (CaSCHLS) reports published by WestEd. To collect longitudinal data for this analysis, we developed an automated data collection process, with the support of an AI assistant, to download and extract district-level data from the publicly available PDF reports. The process uses a Python script to systematically search the CaSCHLS website, download the relevant survey report PDFs, and extract the values for three constructs (academic motivation, high expectations, and meaningful participation) across grade levels and school years. All data extracted by the script originated

directly from the publicly available CalSCHLS reports, and a quality assurance review was conducted to verify the accuracy of the extracted values against the original PDFs.

Sample

We used two distinct samples for separate analytic purposes. For the descriptive analysis of participating LEAs and districts, we included all districts and schools that participated in the LASG in at least one year between 2022–23 and 2025–26 and appeared on the school and district participant spreadsheet. We also restricted both LASG and statewide samples to regular public schools and regular public school districts that were open in 2024–25 and had at least one enrolled student. For analyses of student outcomes, we focused on a subset of participating schools, limiting the sample to those with two or more years of LASG participation occurring prior to 2025–26, since longer exposure may increase the likelihood of seeing changes in outcomes and data were only available through 2024–25. Finally, for CAASPP analyses, we further restricted the sample to schools that received professional learning opportunities aligned to the relevant subject area (ELA or mathematics). This information also came from the school and district participation spreadsheets completed by grantee leads. The California Healthy Kids Survey data are only publicly available at the district level, so the sample for that analysis includes all school districts that participated in the grant for two or more years prior to 2025–26.