

## California Department of Education

# Report to the Legislature, Legislative Analyst's Office, and the Governor: Characteristics of Schools and Students Participating in Expanded Learning Programs 2025 Report



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March 2026

*Description:* Senate Bill 1221 (Hancock), Statutes of 2014, Section 9, and California *Education Code (EC)* Section 8428 require that the California Department of Education report to the Legislature biennially on the type and quality of its After School Education and Safety and 21st Century Community Learning Centers, including After School Safety and Enrichment for Teens programs and the characteristics of the students participating in them.

*Authority:* California *EC* Section 8428

*Recipient:* Legislature

**California Department of Education**  
**Report to the Legislature, Legislative Analyst’s Office, and the Governor:**  
**Characteristics of Schools and Students Participating in Expanded Learning**  
**Programs 2025 Report**

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**Executive Summary**

This report is required by California Education Code (EC) Section 8428, which mandates that the California Department of Education report to the Legislature biennially on the type and quality of its After School Education and Safety (ASES) and 21st Century Community Learning Centers (CCLC), including After School Safety and Enrichment for Teens (ASSETs) programs and the characteristics of the students participating in them.

The 2025 Biennial Report highlights findings from the 2022–23 school year, during which California’s ASES, 21st CCLC, and ASSETs programs operated at 4,260 sites and served 769,228 students in grades kindergarten through twelve. The 2025 Biennial Report revealed the following key findings:

- Schools that received expanded learning program (ELP) funding served socioeconomically disadvantaged students and homeless and foster youths as well as students of color.
- Approximately one-third of students (32 percent) in grantee schools were also English learners, on average.
- In grantee schools, an average of 32.9 percent of students participated in ELPs, and participants were representative of the larger student body.
- Students participating in ELPs demonstrated increased school-day attendance, resulting in increased financial resources for schools totaling nearly \$95 million.
- Students who participated in a high dosage of ELPs exhibited higher scores on the Smarter Balanced Mathematics assessment.
- Among English learner students, participation in ELPs resulted in increased English language proficiency scores for high school students.
- Twelfth-grade participants in ELPs were more likely to meet college and career readiness benchmarks.

If you have any questions regarding this report, please contact the Expanded Learning Division, by phone at 916-319-0923 or by email at [expandedlearning@cde.ca.gov](mailto:expandedlearning@cde.ca.gov).

You can find this report at the California Department of Education Laws and Policy Web Page at <http://www.cde.ca.gov/lr/ex/lawsandpolicy.asp>. If you need a copy of this report, please contact Erin Koepke, Education Programs Consultant, Expanded Learning Division by phone at 916-319-0351 or by email at [ekoepke@cde.ca.gov](mailto:ekoepke@cde.ca.gov).

## Introduction

Senate Bill (SB) 1221 (Hancock), Chapter 370, Statutes of 2014, signed by the governor on September 16, 2014, added Section 8428 to the California *Education Code (EC)* requiring the California Department of Education (CDE) to submit a biennial report to the California State Legislature regarding the type and quality of the state-funded After School Education and Safety (ASES) and the federally funded 21st Century Community Learning Centers (CCLC) and After School Safety and Enrichment for Teens (ASSETs) programs and the characteristics of the students participating in them. *EC* Section 8483(c)(1)(A) identifies the programs' target populations as socioeconomically disadvantaged students and homeless and foster youths. In addition, as this report will show, California Expanded Learning Programs (ELPs) serve and have a positive impact on students of color.<sup>1</sup>

The CDE biennial report must provide the following information about its ELPs and program participants, based on currently available data:

- Number, geographic distribution, and types of sites and grantees
- Pupil demographics and characteristics
- Pupil program and school-day attendance
- Statewide test and assessment scores
- Pupil behavior changes and skill development
- Quality of the programs

## Previous Reports

The past three biennial reports presented all required data to the Legislature. While the reports were similar in scope, there were some minor variations in data and analyses:

- The CDE submitted the 2017 Biennial Report to the Legislature in December 2018.
- For the 2021 Biennial Report, due to improvements in data-collection efforts, the CDE was able to analyze data on youth characteristics and examine the influence of ELP participation on school-day attendance rates.
- The 2023 Biennial Report also included information on youth characteristics. However, due to a lack of data availability resulting from the COVID-19 pandemic, outcome analyses could not be conducted. As quantitative data was unavailable, qualitative data was collected for the 2023 Biennial Report to assess how, and to what extent, ELPs were functioning during the pandemic.

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<sup>1</sup> In the 2017, 2021, 2023, and 2025 Biennial Reports, the term *students of color* is being used synonymously with *non-White students*. DataSource defines *students of color* as those who are African American, Hispanic, Asian, Pacific Islander, American Indian or Alaska Native, Filipino, and of two or more races.

## Current Report

The 2025 Biennial Report offers an extensive historical examination of ELPs in California. It then provides a summary of data analyses from the 2022–23 academic year, including the following key findings listed above in the executive summary and detailed below:

- As intended, schools that received ELP funding served socioeconomically disadvantaged students and homeless and foster youths as well as students of color.
- Approximately one-third of students (32 percent) in grantee schools were also English learners, on average.
- In grantee schools, an average of 32.9 percent of students participated in ELPs, and program participants were representative of the larger student body.
- Students participating in ELPs demonstrated increased school-day attendance, resulting in increased financial resources for schools totaling nearly \$95 million.
- Students who participated in a high dosage of ELPs (60 days of both after school and before school programming) exhibited higher scores on the Smarter Balanced Mathematics assessment.
- Students participating in ELPs attained similar Smarter Balanced English Language Arts (ELA) scores as nonparticipants.
- Among English learner students, participation in ELPs resulted in increased English language proficiency scores for high school students.
- Twelfth-grade participants in ELPs were more likely to achieve college and career readiness.

The report then compares these findings with those from the 2017, 2021, and 2023 Biennial Reports.

## Origins of Expanded Learning Programs

The origins of ELPs date back to the early twentieth century when the enforcement of compulsory education and child labor laws created a heightened need for safe, supervised environments for youths when the school day ended. In the later decades of the twentieth century, socioeconomic, educational, cultural, and familial changes fueled calls for the expansion of ELPs, both in number and in purpose. A variety of historical factors led to the need for and growth of ELPs, including the following (Halpern 2002; Mahoney et al. 2009; Noam and Triggs 2019):

- The growth of women participating in the labor force and an increase in single-parent families, leading to more “latchkey” youths who cared for themselves after school

- Heightened concerns over declining academic achievement and graduation rates, particularly the widening disparities across racial and ethnic groups
- The escalation of adolescent involvement in risk behaviors, such as substance use, early sexual activity, crime, and violence—especially among unsupervised youths in the hours between the end of school and when parents returned home from work
- The demonstrated ineffectiveness of prevention approaches
- The call for additional developmental supports, such as positive adult relationships and social–emotional skill development

In response to these developments, there was a transformation in the perception and focus of ELPs by the end of the twentieth century. ELPs were recognized as vital for supporting working families, reducing involvement in substance use and other risk behaviors, improving safety and lowering victimization, and providing additional academic and developmental enrichment. In response, in 1994, the federal government’s 21st CCLC legislation prioritized ELPs as a strategy for assisting high-poverty, low-performing schools through tutoring, homework assistance, and other more exploratory educational supports.

ELPs were also highly influenced by the youth development framework, which stresses the importance of providing developmental supports, meaningful opportunities for youth participation, and the development of social–emotional skills (Phillips 2010), which were often not prioritized within the traditional school system (Darling-Hammond and Cook-Harvey 2018).

Historically, the term *after school* has been used not only for programs occurring after the school day but also for those taking place before school, between school terms, and during the summer. This lack of specificity led to the adoption of the term *expanded learning* to describe this broader array of programs. Regardless of the label, a common trait that keeps these programs from being simply a collection of extracurricular activities is that they are, by intent, regular, structured, or semistructured programs with the minimum goal of providing youths with a safe, supervised environment beyond the school day.

Research shows that youths with unstructured and unsupervised time before school, after school, during intersession periods, and during the summer are more likely to engage in risk behaviors, including substance use and criminal actions. They are also less likely to be safe and do well academically in school (Budd et al. 2020; D’Agostino et al. 2019; Kremer et al. 2015; Lee and Vandell 2015; Peterson 2013; Vandell 2013). In contrast, youths who regularly participate in high-quality ELPs miss fewer days of school compared to their nonparticipating peers, are more engaged in school, and demonstrate gains in academic performance (American Institutes for Research 2020; Vandell, Reisner, and Pierce 2007; Wendt, Austin, and Lewis 2021). ELP participants also demonstrate positive outcomes beyond academics, including developing their identity and interpersonal skills, receiving support for mental and behavioral health, demonstrating growth in prosocial behaviors, and avoiding risk behaviors such as

substance use (Boys & Girls Clubs of America 2023; Christensen et al. 2023; Hsieh, Simpkins, and Vandell 2023; Wei et al. 2023).

Although ELPs vary in scope, activities, and strategies, the overarching goal of the field today is not only to keep youths safe but also to provide a structured place that offers educational and developmental support and opportunities to participate in enriching activities beyond what is provided during the school day. Typically, high-quality ELPs aim to provide positive activities and interactions with adults, peers, and role models; foster a sense of value and connectedness with students' schools and communities; and build the academic and personal skills and values that youths need to succeed in school, career, and life to become productive, contributing citizens. These goals and program characteristics have guided the work of ELPs in California.

## **What Research Tells Us About Expanded Learning Programs**

All literature cited in the following section represents either recently published research or seminal works that have significantly shaped the field. This selection ensures that the review reflects both the current state of knowledge and the foundational studies that continue to inform ongoing scholarship and practice.

### **Positive Youth Benefits**

A growing body of research finds that high-quality ELPs that purposely provide academic and developmentally enriching services have positively affected a wide range of student outcomes, including:

- School attendance and academic motivation;
- Academic work habits, homework completion, English language development, and academic achievement (such as student grades and test scores); and
- Social–emotional development, behavior, and discipline.

The National Academies of Sciences, Engineering, and Medicine (2025) released a consensus report authored by leading researchers in the field of expanded learning summarizing evidence from the last 20 years. The authors identified studies with clear and replicated findings connecting out-of-school time (OST) program participation with positive student outcomes, including work habits, self-identity, attendance, high school graduation, and college attendance. The authors also highlighted promising findings connecting OST program participation and improved academic persistence, prosocial behavior, prevention of violence and/or risky behaviors, and physical and mental health.

In a review of 68 studies, Durlak, Weissberg, and Pachan (2010) found that certain types of ELPs were associated with significant improvements in school connectedness, academic indicators (such as test scores, grades, and attendance), and positive social behavior, along with reductions in problem behaviors. These effective programs focused

on sequenced activities to explicitly teach and actively engage students in learning social–emotional and other skills.

Further, in a series of studies, Deborah Vandell and colleagues demonstrated that high-quality ELPs hold promise for closing the achievement gap (Vandell 2013, 2014; Vandell, Reisner, and Pierce 2007; Vandell et al. 2020). In a study of programs serving low-income, ethnically diverse children, students who regularly attended a high-quality ELP, whether alone or combined with extracurricular activities, demonstrated higher academic performance, improved work habits, and enhanced task persistence. They also exhibited reduced aggression toward peers and less misconduct compared to children whose after school hours combined unsupervised time with extracurricular activities (Vandell et al. 2020).

Participation in ELPs has also been linked to pro-social outcomes such as positive social and behavioral outcomes. Examples of these outcomes include improved social skills with peers, pro-social behavior, student engagement, intrinsic motivation, concentrated effort, and positive states of mind. Participation has also been linked to reductions in aggression, misconduct (such as skipping school and getting into fights), and substance use (Augustine, Smith, and Witherspoon 2022; Marttinen et al. 2020; Vandell 2013). Vandell (2013, 4) concludes the following:

These findings are significant because the social and emotional outcomes that are fostered through high-quality after school programs lay the psychological groundwork for the kinds of cognitive processes that are required for mastery of academic content knowledge and skills to apply that knowledge.

A groundbreaking compendium by Peterson (2013) encompasses nearly 70 research studies, reports, essays, and commentaries by more than 100 prominent researchers and thought leaders. This comprehensive work demonstrated the power of quality expanded learning opportunities to:

- Promote student success in college and career readiness;
- Build youth assets such as character, resilience, and wellness;
- Foster partnerships that maximize resources and build community ties; and
- Engage families in their children’s learning in meaningful ways.

The culmination of this extensive body of evidence has brought Peterson, Fowler, and Dunham (2013, 4) to a resounding conclusion:

Now we know: quality after school and summer learning opportunities work. We know that quality [ELPs] are associated with increased academic performance, increased attendance in school, significant improvements in behavior and social and emotional development, and greater opportunities for hands-on learning in important areas that are not typically available during the traditional school day.

McCombs, Whitaker, and Yoo (2017) found evidence that multipurpose programs deliberately focused on social–emotional skill development were linked to reduced risk behaviors. Additionally, programs specifically targeting academic instruction and skill development can improve student achievement and multipurpose programs can positively impact youths’ feelings of safety. The study concluded that “OST programs are generally effective at producing the primary outcomes that would be expected based on their content and design. ... [We] consider these programs worthy of continued public investment” (McCombs, Whitaker, and Yoo 2017, 2).

### **Improving Opportunity for Underserved Youths**

Safety, connectedness, caring adult relationships, high expectations, and participatory opportunities are fundamental developmental supports that influence success in school and overall well-being, especially in communities challenged by adversity and marginalization. High-quality ELPs offer vital educational and developmental support and enrichment for students, bridging gaps that may not be fully addressed during the school day. This support is particularly crucial for socioeconomically disadvantaged students, homeless and foster youths, and students of color who often face significant academic achievement disparities compared to their peers. Notably, nationwide, a disproportionate number of socioeconomically disadvantaged students are also students of color, highlighting the intersectionality of these disparities (Henry, Votruba-Drzal, and Miller 2019). The array of services offered by ELPs, which focus on both educational and developmental support, may help explain why consistent participation in ELPs closed an achievement gap in math between low-income and high-income students (Auger, Pierce, and Vandell 2013).

Despite the benefits of ELP participation in reducing disparities, youths from higher-income families are much more likely to access enrichment and skill-building opportunities compared to those from lower-income families (Loesch 2018; Putnam, Frederick, and Snellman 2012). Data from the California Healthy Kids Survey (CHKS) consistently reveals lower perceptions of school safety, connectedness, and developmental support reported by African American, American Indian or Alaska Native, and Hispanic or Latino students compared to their White and Asian peers. Moreover, schools serving predominantly African American and Hispanic or Latino students tend to have lower overall positive school climate ratings than those serving mostly White and Asian students, even after adjusting for student socioeconomic status (Austin, Nakamoto, and Bailey 2010; Voight 2013). CHKS data also reveals that schools with students who performed well on the California Assessment of Student Performance and Progress (CAASPP) reported significantly more positive school climates compared to schools with students with lower overall CAASPP performance (Hanson et al. 2022). These findings demonstrate the added importance of school climate to student success.

Further exploring this opportunity gap, a survey conducted in 2016 documented a high need and demand for high-quality ELPs in socioeconomically disadvantaged communities. Parents in these communities reported that ELPs provide essential services that their communities otherwise lacked, including safe, supportive, and enriching environments; enhanced opportunities for physical activity, extra learning, and

homework assistance; and healthy snacks and meals (Afterschool Alliance 2016a, 2016b). More recent research found that a key reason parents enrolled their children in ELPs during the COVID-19 pandemic was related to their child's safety (Afterschool Alliance 2022a; de Oliveira Major, Palos, and Silva 2023). A 2021 longitudinal study examined the connection between Latino adolescents' activities after school and their risk for experiencing community violence (Ceballo et al. 2021). Of the factors explored, including home-, school-, and community-based activities, only nonstructured community-based activities were related to witnessing more community violence and greater victimization. This finding further underscores the importance of structured, well supervised after school activities in reducing low-income youths' exposure to risk.

## **Promoting Positive Youth Development**

In recent years, the need for the comprehensive services provided by ELPs has grown, along with a steady rise in youth anxiety, depression, anger, fear, loneliness, stress, hostility, and aggression. In the 2023 Youth Risk Behavior Survey (Centers for Disease Control and Prevention 2024), nearly 3 in 10 high school students said they experienced poor mental health in the past 30 days, and more than 2 in 5 high schoolers reported feeling sad and hopeless—a statistic that has increased by 50 percent over the past decade. California's ASES, 21st CCLC, and ASSETs programs have responded to escalating social–emotional needs by working to cultivate a sense of belonging; develop supportive relationships; increase confidence and self-esteem; and encourage positive mindsets, self-regulation, and problem-solving skills (Diehl Consulting Group 2022; Johnson, Skoglund, and Hora 2022; Long et al. 2022; Massachusetts Department of Elementary and Secondary Education 2022; Mayfield 2022; Resendez 2022; Williams 2021; Wu and Van Egeren 2020). Research demonstrates that these efforts are making a difference. Regular participation in quality after school, extracurricular, and summer learning programs has been shown to correlate with stronger self-confidence and self-awareness; social–emotional skills such as self-control and assertion skills; and lower rates of anxiety, depression, suicidal thoughts, and substance use (Christensen et al. 2023; de Oliveira Major, Palos, and Silva 2023; Smith, Witherspoon, and Osgood 2017; Sulzle and Kohout, 2023).

Research emphasizes the importance for all youth-serving adults and systems to implement strategies that promote positive youth development, protective factors, and social–emotional learning (SEL). For example, a report by the Collaborative for Academic, Social, and Emotional Learning (2023) recommended integrating SEL and academics through inquiry-based learning, which encourages students to engage in critical thinking and reflection around a topic. This approach simultaneously supports students' academic and long-term success as well as their coping, resiliency, and emotional regulation skills. A consensus has emerged within educational research and the science of learning and development that both processes (learning and development):

are shaped by interactions among the environmental factors, relationships, and learning opportunities [that youth] experience, both in and out of school, along with physical, psychological, cognitive, social, and

emotional processes that influence one another—both biologically and functionally—as they enable or undermine learning. (Darling-Hammond et al. 2019, 97)

The central implication for ELPs is that learning “is optimally supported when all aspects of the educational environment support all of the dimensions of children’s development”—that is, when schools and ELPs holistically support the whole child’s social, emotional, and cognitive development and their health and well-being (Darling-Hammond et al. 2019, 98). ELPs are increasingly focused on fostering positive school climates and conditions that build strong, developmentally supportive relationships, along with a sense of safety, equity, respect, and connectedness. They often incorporate SEL strategies and provide personalized opportunities and responses to address each child’s needs, interests, and culture. In short, research and professional organizations indicate that it is not only possible but necessary for ELPs to support both productive learning and development for all youths, enable all children to overcome any existing adversities, and find positive pathways to adulthood (American Institutes for Research 2019; Aspen Institute National Commission on Social, Emotional, and Academic Development 2019; Cantor et al. 2019; Darling-Hammond et al. 2019; Osher et al. 2020).

It is particularly important to support learning and development of the whole child because the effects are cumulative—the more youths receive support throughout their lives, the more likely they will experience positive outcomes. ELPs have been identified as particularly effective in fostering this support due to the expertise of their staff and a long history of prioritizing youth development and addressing the needs of the whole child as a central part of their mission (Afterschool Alliance 2018, 2019; American Institutes for Research 2019; Aspen Institute National Commission on Social, Emotional, and Academic Development 2018; Austin, Wendt, and Klinicka 2021; Benavides et al. 2020; Deutsch et al. 2017; McDowell Group 2018; Smith, Witherspoon, and Osgood 2017). Surveys that have examined public attitudes toward ELPs consistently list the focus of ELPs on supporting the whole child as among the most important perceived benefits, especially within socioeconomically disadvantaged communities (Afterschool Alliance 2014, 2016a, 2016b).

### **Social Return on Investment**

In addition to a range of positive benefits for students, ELPs also offer significant socioeconomic benefits, as participation is associated with increased future earning potential and lower juvenile crime costs (Eisenberg and Hutton 2016). Recent findings indicate that elementary school students who consistently participated in high-quality, organized after school programming were found to have reduced impulsivity and less police contact at age twenty-six (Vandell, Simpkins, and Liu 2020). They also reached higher academic achievement throughout middle school and high school, which in turn predicted greater educational attainment and occupational status in adulthood (Vandell and Simpkins 2023). Based on findings from studies conducted in states including California, Georgia, Maryland, Oklahoma, and Vermont, the Afterschool Alliance estimates that every \$1 invested in ELPs saves \$3 by increasing youths’ earning

potential, improving their performance at school, and reducing crime and welfare costs (Afterschool Alliance 2023a). In addition, the connection between ELP participation and improved school-day attendance has the potential to return significant resources to schools, as researchers estimated that increased school-day attendance potentially led schools in California to gain over \$38 million in the 2018–19 school year (Wendt, Austin, and Lewis 2021).

## **High Public Support**

The multiple benefits of ELP participation explain the strong and broad public support for ELPs and why California voters in 2002 approved Proposition 49, a major expansion of ELP funding. A Phi Delta Kappan (2017) public poll found strong agreement that schools should provide support outside of the typical school day, with 77 percent strongly supporting schools providing ELPs. Moreover, 70 to 82 percent of respondents viewed school quality as dependent on focusing on helping students in two specific areas that high-quality ELPs target: developing interpersonal skills and participating in extracurricular activities.

Over the past two decades, Afterschool Alliance’s national surveys have revealed consistent voter support for after school and summer programming. In the 2024 poll, this support reached an all-time high. Eighty-seven percent of participants agreed that after school programs are critical for their communities, and 85 percent wanted newly elected leaders to provide more funding for after school programs (Afterschool Alliance 2025). Moreover, 67 percent of participants in the 2022 poll said “yes” to more funding for after school programs, even if it meant they would pay more taxes (Afterschool Alliance 2023d). Participants also cited specific benefits from ELP participation, including support for children to catch up academically and socially (90 percent); development of foundational skills like confidence, teamwork, and communication (89 percent); and avoidance of risk behaviors and reduced exposure to negative influences (89 percent) (Afterschool Alliance 2025).

The support also remains high across demographic groups, including political affiliations. In Afterschool Alliance’s 2024 poll, 95 percent of Democrat participants, 82 percent Independent, and 82 percent Republican agreed that after school programs are an absolute necessity. More than 8 in 10 participants in rural, suburban, and urban settings also agreed, as well as participants who identified as Black, Latino, or White. Similarly, over 80 percent of parents, participants under 30, and participants 65 and over found after school programs vital (Afterschool Alliance 2025).

## **The COVID-19 Pandemic**

Empirical studies have demonstrated the pressing need for ELPs to support student outcomes during and after the pandemic. Researchers estimated that levels of absenteeism doubled or tripled during the pandemic. At the peak of the pandemic, 14.7 million students, or nearly 30 percent of K–12 students nationwide, were classified as

chronically absent (Attendance Works 2024; Chang, Balfanz, and Byrnes 2023; Chang, Chavez, and Hough 2025).

The pandemic also led to unprecedented learning loss, with nearly half of public school students falling behind grade level in the 2021–22 and 2022–23 school years (Institute of Education Sciences 2023). Math and reading proficiency scores regressed to levels as low as they once were in 2004 and 1999, respectively (National Assessment of Educational Progress [NAEP] n.d.). There were also alarming increases in youth mental health and behavioral issues. More than half of students surveyed in California reported needing mental health services since the onset of the pandemic (Whitaker and Lopez-Perry 2022). In 2021 and 2022, about one in five adolescents reported experiencing symptoms of anxiety and/or depression (Panchal 2024).

These pandemic-related outcomes disproportionately affected underserved youths (Annie E. Casey Foundation 2024; Children’s Defense Fund 2023). In the wake of the pandemic, schools serving socioeconomically disadvantaged students experienced greater levels of chronic absenteeism (Chang, Chavez, and Hough 2025). Declines in math and reading were larger for Black students, students eligible for free or reduced-price lunch, and students with disabilities (Schneider 2022). Similarly, students in the highest poverty school districts experienced more than double the learning loss compared to peers in the highest income districts (Fahle et al. 2024).

During this time, ELPs played a crucial role in addressing the basic needs of youths and their families, including offering internet access, distributing meals to combat food insecurity, and supporting youths amid additional crises, such as the California wildfires (Afterschool Alliance 2023c; Expanded Learning Division Opportunities for All Branch 2024; Grant 2025). According to Afterschool Alliance (2024) calculations, school districts and state education agencies invested about \$10 billion of pandemic relief funds from the American Rescue Plan into after school and summer programs to meet students’ heightened needs amid lockdowns. ELP and school staff worked closely during this time to share resources, provide structured academic support, develop diverse and creative programming, and support youth social and emotional needs (Expanded Learning Division Opportunities for All Branch 2024).

In 2022, schools gradually transitioned out of pandemic operations by reducing COVID-19 mitigation strategies, offering full-time in-person classes and decreasing the number of quarantined staff or students (Institute of Education Sciences 2023). Despite these improvements, several challenges that surfaced during the pandemic persist, which are summarized below.

### **Staffing Shortages**

Pandemic-related layoffs and furloughs were followed by a growing demand for ELP services, thereby necessitating increased staff hiring. This program challenge has remained a top concern for providers throughout the pandemic and post-pandemic years (Afterschool Alliance 2023c; Berry et al. 2023; Wallace Foundation 2022). In fall 2022, nearly one in four providers reported that they had not yet returned to normal

operations, and after school program providers reported that staffing was one of the largest barriers to returning to pre-pandemic operating levels.

Staffing challenges limit ELPs' ability to serve all students in need with high-quality programming (Berry et al. 2023; Wallace Foundation 2022). A study in 2024 found that public schools typically offering academic-focused after school programming reported staffing challenges as a key obstacle hindering their ability to keep programs open (National Center for Education Statistics 2024). Alarming, 23 percent of providers from a fall 2022 study reported a need to operate at reduced capacity, at a time when 53 percent of those providers reported having a waitlist for their programs (Afterschool Alliance 2023b).

### **Academic Outcomes**

In the 2022–23 school year, public schools reported that 49 percent of their students were behind grade level for the year—a 36 percent increase from pre-pandemic years (Institute of Education Sciences 2023). Based on a range of past study findings that show academic gains made by ELP participants, these programs can be important partners in supporting post-pandemic learning recovery (Institute of Education Sciences 2023). A quasi-experimental study published in 2018, which evaluated an after school program serving K–12 students over four years, found that youths attending the program had greater reading skill gains compared to their nonattending counterparts (Bayless et al. 2018). Additionally, a seminal 2007 evaluation of multiple after school programs serving low-income elementary and middle school students found that those who regularly attended for two years reflected gains of up to 20 percentiles in standardized math test scores compared to their counterparts who remained unsupervised after school (Vandell, Reisner, and Pierce 2007).

### **Absenteeism**

Although rates of chronic absence have decreased since their peak in the 2021–22 school year, they remain high and well above pre-pandemic levels (Chang, Chavez, and Hough 2025; Diliberti et al. 2024). Recent research has shown that between 2021 and 2024, after school program participation was associated with improved school-day attendance, increased student participation in and attention during learning activities, and higher levels of motivation for learning (Center for Evaluation, Policy, and Research 2024; US Department of Education 2024). Findings using data from the 2022–23 school year show that students at the highest risk for chronic absenteeism experienced reduced school-day absences when they attended after school programming (Hektner 2024).

### **High Unmet Need**

A national survey conducted by the Afterschool Alliance in 2022 highlighted the high unmet need for ELPs following the COVID-19 pandemic. Survey results indicated that for every child currently in an ELP, there are four children waiting for an open spot (Afterschool Alliance 2022a).

In a companion national survey of after school and summer program providers in 2022, the Afterschool Alliance found that 80 percent of program providers were concerned that children in their communities needed expanded learning programming but were unable to access it (Afterschool Alliance 2022b). The Afterschool Alliance estimated that, in 2022, 24.7 million children nationwide were not in an ELP but would have been enrolled if a program had been available to them, a number higher than estimates generated from surveys conducted prior to COVID-19. Further, this unmet need was highest for Hispanic or Latino students (60 percent) and African American students (54 percent).

This high level of unmet need persists, and there continues to be insufficient space for every youth in need of after school programming (Ruggirello 2025). School leaders have cited several reasons for their inability to support all students who need or want to participate, including staff shortages, inconsistent student participation, and transportation limitations (National Center for Education Statistics 2024).

## **The Features of High-Quality Programs**

High-quality ELPs can have multiple benefits for youths and society, particularly in socioeconomically disadvantaged communities lacking in resources. A large and growing body of research shows that high-quality programs have better outcomes than programs that simply provide a safe, supervised place for students (Durlak, Weissberg, and Pachan 2010; Little, Wimer, and Weiss 2008; McCombs, Whitaker, and Yoo 2017; Vandell 2014; Washington State Department of Early Learning, Office of Superintendent of Public Instruction 2017). Successful programs intentionally aim to enhance the learning that occurs in the classroom and provide youths with the developmental supports, opportunities, and skills that are central to success in school, career, and life. This includes enhancing social–emotional and twenty-first-century competencies, a sense of personal empowerment, and relationships and connectedness to adults. Successful programs aim to expand what youths learn and experience and build the competencies they need to succeed with clear, intentional programming that targets specific outcomes (American Institutes for Research 2019; Austin, Wendt, and Klinicka 2021; Brel-Fournier 2022; McCombs, Whitaker, and Yoo 2017).

In addition, research points to three interrelated implementation factors that are critical for creating positive settings and outcomes: (1) access to and sustained participation in the program; (2) quality staffing, including appropriate supervision and structure and well-prepared staff; and (3) strong partnerships between the program and the schools and other places in which students are learning (Little, Wimer, and Weiss 2008).

The Aspen Institute National Commission on Social, Emotional, and Academic Development explains that “every young person needs access to high-quality after school programs that work in partnership with schools and community-based organizations to address the needs of the whole child and give them the social, emotional, and cognitive skills they need to succeed in school and beyond” (2018, as quoted in Austin, Wendt, and Klinicka 2021, 6). The California Partnership for Children and Youth (2015, 2) emphasized that expanded learning and school-day programs “can

and must work together to ensure that our investments result in real and equitable gains in young people’s success ... by consistently and coherently prioritizing students’ SEL and character development.”

Philp and Gill (2020, 9) even called for expansion of these supports in ELPs as a corrective to the prior overemphasis on academics, especially for disadvantaged youths:

An increasing focus on academics in after-school programs overlooks the substantial potential for such spaces to support populations of students who are also most likely to disengage from traditional schooling, including low-income students of color. This misplaced focus further ignores significant disparities in the types of services offered after-school. For wealthier students, after-school programs often serve as enrichment experiences in preparation for college and career, not as extended forms of child care or schooling. All students deserve access to after-school spaces that support individual interest and identity development and link them to the social resources that can promote upward mobility. Given their non-academic benefits, we recommend that policy makers [*sic*] and researchers reframe their understanding of after-school programs to support more equitable outcomes for marginalized youth.

Data from the CHKS from 2016–18 revealed that, in both middle schools and high schools, respondents who participated in ELPs reported receiving more developmental supports in their schools than nonparticipants (Austin, Wendt, and Klinicka 2021). The differences were generally greater among high school students. Students who attended ELPs reported significantly higher levels of meaningful participation in school as well as greater levels of school connectedness, caring adult relationships, and high expectations. In other words, ELPs appear to have a crossover effect on student perceptions of, or experiences with, protective factors in the school environment.

## **California’s Commitment to High-Quality Expanded Learning Programs**

In California, ELPs “are created through partnerships between schools and local community resources to provide literacy, academic enrichment and safe constructive alternatives for students ... ” (CDE Expanded Learning Division [EXLD] 2024, para. 1)

The large body of research on ELP quality that has been presented throughout the previous section guides the CDE’s support and oversight of its ELPs. Recognition of the importance of these quality factors underlies the adoption by the CDE of the term *expanded learning* rather than *after school* and the establishment of the EXLD within the CDE. The EXLD’s purpose for using the term *expanded learning* in lieu of *after school* is to intentionally communicate that the goal of the state’s programs is to expand the learning of youths both in hours and in focus. This is the vision captured in the CDE’s definition of *expanded learning* included in EC Section 8482.1(a):

“Expanded learning” means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences. It is the intent of the Legislature that [ELPs] are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year.

The CDE EXLD, working with the California Afterschool Network (CAN) and other leaders in the field, identified the 12 most important research-based quality standards, summarized in exhibit 1 below, and provided guidance and technical assistance (TA) to its grantees on their implementation. To help California narrow achievement and opportunity gaps, ELPs specifically target and successfully reach socioeconomically disadvantaged students and homeless and foster youths to provide them with learning and developmental enrichment.

While the primary focus of ELPs is on academic enrichment, the CDE also emphasizes the importance of fostering positive youth development and well-being in achieving school and life success. The ELPs are further focused on providing high-quality services to socioeconomically disadvantaged and low-performing students who are most in need of these enrichment opportunities.

## **History of Funding for Expanded Learning in California**

The commitment of the State of California and the CDE to promote high-quality expanded learning dates back to the establishment and funding by the Legislature of the Before and After School Learning and Safe Neighborhood Partnerships Program (BASLSNPP 2002). In 2002, the BASLSNPP funded school-based before and after school programs for students in grades kindergarten through nine. These programs worked in partnership with city, county, and community organizations to improve student academic performance and offer students safe and enriching environments. The first funding (\$50 million) from the state budget for school-based after school programs resulted from three bills passed in 1998: Assembly Bill (AB) 1428, AB 2284, and SB 1756.

In 2002, this commitment was extraordinarily boosted by two milestone events, which cumulatively amounted to \$122 million in state funding. The first event was the passage of Proposition 49, the ASES Act of 2002. The second event was the transfer of the authority for the administration of the 21st CCLC grant program to the states as a result of the No Child Left Behind Act of 2001 (NCLB 2002).

### **The After School Education and Safety Program**

In 2001, an estimated 42,200 children were on waiting lists for existing ELPs in California. In response, voters approved Proposition 49 in 2002, which provided \$550 million in dedicated annual state funding (released in 2006) for ELPs in elementary and

middle schools and replaced the BASLSNPP with the new ASES program. Proposition 49 represented the first attempt by advocates of a particular program to earmark funds within Proposition 98 general state education funding guarantee. Its passage reflected public awareness of the value of and need for expanding ELPs (McCullough 2002).

The ASES program, as administered by the CDE, allocates funding to eligible entities, including school districts; county offices of education; the California School for the Blind; the California School for the Deaf; direct-funded charter schools; and city, county, or nonprofit organizations (in partnership with, and with the approval of, at least one local educational agency [LEA]) that serve some combination of students in kindergarten through ninth grade. The purpose of this program is to create incentives for establishing locally driven before and after school enrichment programs. These programs may operate during any combination of summer, intersession, or vacation periods. ASES programs are expected to provide academic and literacy support and safe, constructive alternatives for youths. They are also expected to foster partnerships between schools and communities. Priority for funding is directed toward schools where at least 50 percent of students qualify for the federal Free or Reduced-Price Meals (FRPM) program (*EC* sections 8482–8484.65). Each ASES program is required to incorporate two essential elements:

- An educational and literacy element that provides tutoring or homework assistance designed to help students meet state standards in one or more core academic subjects (reading and language arts, mathematics, history and social studies, or science)
- An educational enrichment element, such as fine arts, career and technical education, recreation, physical fitness, and prevention activities with an emphasis on providing opportunities for physical activity and a healthy snack or meal

ASES programs are tasked with collaborating with school site principals and staff, which can lead to the seamless integration of these elements into ELPs' learning-support activities. Furthermore, ASES programs must address local student needs and interests. It is important that these programs align with, and not repeat, what students experience during the school day.<sup>2</sup>

## **21st Century Community Learning Centers Program**

On January 8, 2002, the federal No Child Left Behind Act of 2001 (NCLB 2002) went into effect, which transferred the authority for the administration of the 21st CCLC program to state educational agencies. In fiscal year (FY) 2020–21, the CDE received approximately \$148 million in funding for its program (Office of Elementary and Secondary Education 2023).

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<sup>2</sup> The ASES program description (background information, program objectives, and requirements) can be accessed on the CDE's Funding Opportunities (CDE 2024b) web page at <https://www.cde.ca.gov/ls/ex/fundingop.asp#asesand21stcclcrfa>.

The federal 21st CCLC program specifically targets students in high-poverty and low-performing schools.<sup>3</sup> In California, funding is reserved for schools eligible for Title I, Part A (Title I) schoolwide programs, or those that serve a high percentage of students from socioeconomically disadvantaged families. Priority is given to schools designated as in need of intervention and support (also Title I) to improve student academic achievement and other outcomes. Federal 21st CCLC grantees are primarily charged with enriching academic opportunities with an aim to close the achievement gap. They are required to implement research-based strategies to improve academic achievement and to support students in meeting state and local academic standards in core content areas such as reading and math. Additionally, they must provide enrichment services that complement and reinforce the academic program as well as offer educational services to the families of participating children (CDE EXLD 2023).

As part of the state's 21st CCLC program, the reach of the CDE's expanded learning funding extends into high schools with the ASSETs program (AB 1984, After School Programs: High School Pupils 2002; *EC* sections 8420–8428). Because California provided a large amount of funding via the ASES program to students in grades kindergarten through nine, the state was unique in earmarking half of its 21st CCLC funds specifically for the design, development, and evaluation of high school programs for grades nine through twelve. Initially (beginning in 2003), the CDE awarded 43 grants—one-year grants renewable for five years—for programs at 57 high schools.<sup>4</sup>

The passage of SB 638 (Before and After School Programs 2006) created additional funding for ASES, 21st CCLC, and ASSETs programs. The release of state funding for the ASES program alongside the federal 21st CCLC program fostered an increase in the number and variety of ELPs in California. California's investment in afterschool programming was more than all other states combined in 2022 (Murtaugh 2022), making the state a leader in the nation. In 2023, the latest data available for this report, the combined funding from the three programs enabled the CDE to support grantees in more than 4,260 schools.

In addition to funding for ASES, 21st CCLC, and ASSETs programs, in FY 2021–22, California established the Expanded Learning Opportunities Program (ELO-P) as described in California *EC* Section 46120. In the first year, the ELO-P provided \$1.75 billion in funding for after school and summer school enrichment programs for kindergarten (including transitional kindergarten) through sixth grade. The annual ELO-P budget increased to \$4 billion in FY 2022–23, was maintained at that level through FY 2024–25 and then rose to \$4.5 billion in FY 2025–26. While the EXLD Biennial Reports do not include analyses related to the ELO-P, this influx in funding has played a role in supporting the quality and reach of ELPs across the state.

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<sup>3</sup> More information about the 21st CCLC program can be accessed on the US Department of Education Programs web page at <https://www.ed.gov/grants-and-programs/formula-grants/school-improvement-grants/nita-m-lowey-21st-century-community-learning-centers-title-iv-part-b>.

<sup>4</sup> The CDE 21st CCLC program funding chart can be accessed on the CDE's 21st CCLC Elementary/Middle and 21st CCLC ASSETs Funding Results web page <https://www.cde.ca.gov/fq/fo/r27/cclcemassetsresults23.asp>.

## Development of Expanded Learning Program Supports and Standards

In 2011, the newly elected State Superintendent of Public Instruction (SSPI), Tom Torlakson, elevated ELPs as a statewide strategy aimed at fostering academic achievement, promoting positive youth development, and narrowing the achievement gap. This emphasis was articulated as follows:

It is widely agreed that many students need more time for learning, and that additional time for learning needs to happen in engaging and relevant ways. High quality after school and summer programs can be particularly effective in engaging students who have not succeeded in school, because these programs offer them a different learning environment that caters to their interests, are staffed by people who can pay close attention to relationships, can focus on project-based activities, and can often work more closely with families. After school and summer learning opportunities play an important and unique role by providing learning opportunities that are active, collaborative and meaningful, that support mastery, and that expand young people's horizons. Research from California after school programs [ELPs] has shown positive impacts on school day attendance, reduced high-school dropout rates, reduced juvenile crime, and increased academic success. (Torlakson 2011, 19)

The CDE intensified its efforts to raise awareness of the importance of expanded learning while providing support for staff professional development and for program quality improvement and accountability. The SSPI encouraged school district superintendents to actively seek out and support programs that engage students in a year-round cycle of learning, including after school, intersession, and summer programs. To highlight the significance of these programs and exert greater leadership, quality oversight, and accountability, the SSPI established a new After School Division (ASD) that later changed its name to the EXLD.

### Strategic Planning Process

In 2012, the ASD embarked on a strategic planning process with the immediate goal of developing and implementing a plan to enhance systems and programs, ultimately maximizing outcomes for children, youths, families, schools, and communities. This integrated and collaborative process was initiated in March 2012, bringing together CDE staff and field interest holders to identify optimal approaches for improving the lives of California's youths. Drawing from insights gathered from over 450 interest holders—including ASD staff, field representatives from kindergarten through grade twelve education, and TA providers—the ASD unveiled the *Statement of Strategic Direction: Strategic Plan, 2013–15* in April 2013. This was followed a year later by further implementation guidelines in the form of *A Vision for Expanded Learning in California: Strategic Plan, 2014–16*.

At the end of 2017, just after the ASD became the EXLD, the division conducted a thorough review of *A Vision for Expanded Learning in California: Strategic Plan, 2014–16*

and implementation efforts to date, identifying work completed, in progress, or unaddressed, as well as opportunities to apply a continuous quality improvement (CQI) lens to some of the previously completed work. An aggressive work plan for 2018 was developed to address outstanding work. In addition, recognizing that much of the work set out in the original strategic plan had already been completed or was nearing completion, the EXLD launched a new strategic planning process with field interest holders, culminating in the release of the Strategic Plan 2.0 (SP2.0), which identified goals and objectives for four outlined strategic initiative areas:

- **Quality Programs.** Deepen and broaden supports so that participants have equitable access to consistently high-quality programs.
- **Policy and Grants Administration.** Create or change policy guidelines, program requirements, and system elements to increase program sustainability and quality.
- **Collaborative Partnerships.** Promote collaborative partnerships to support the development and sustainability of programs that are an integral part of the education system.
- **Workforce.** Develop a diverse expanded learning workforce that is prepared to support the growth of children and youths and deliver high-quality programming.

### **Fostering Quality Standards for Expanded Learning in California**

Based on research related to program quality and advice from field experts, the CDE, in partnership with the CAN, identified 12 Quality Standards published in the CDE's *Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality* (CDE and CAN 2014). This publication includes descriptions of what each quality standard should look like at the programmatic, staff, and participant levels. It also describes how the quality standards should be implemented by California's ASES, 21st CCLC, and ASSETs programs to guide CQI efforts at the local level.

The California Quality Standards for Expanded Learning are intended to be used not as a compliance tool but to provide the CDE and field leaders with a shared vision of quality. They serve as a well-articulated framework with explicit expectations for program improvement and guidance on the implementation of its standards. This includes informing the CDE's funding and monitoring decisions regarding programs, guiding program providers in assessing their own initiatives, and helping parents and students in identifying and choosing high-quality programs.

The identification of the 12 Quality Standards was heavily influenced by five interrelated Learning in Afterschool and Summer Principles. These five principles were derived from research (Piha, Cruz, and Karosic 2012) on brain development, learning, and the importance of social-emotional and workforce skills for success in college and career. These principles require the following:

- Learning that is active (hands-on)

- Learning that is collaborative (for example, derived from team learning)
- Learning that is meaningful
- Learning that supports mastery
- Learning that expands horizons (provides exposure to new experiences, ideas, and cultures)

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## Exhibit 1. Twelve Essential Quality Standards for Expanded Learning Programs in California

1. **Safe and Supportive Environment.** The program provides a safe and nurturing environment that supports the developmental, social–emotional and physical needs of all students.
2. **Active and Engaged Learning.** Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons.
3. **Skill Building.** The program maintains high expectations for all students, intentionally links program goals and curricula with 21st-century skills, and provides activities to help students achieve mastery.
4. **Youth Voice and Leadership.** The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles.
5. **Healthy Choices and Behaviors.** The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style.
6. **Diversity, Access, and Equity.** The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression.
7. **Quality Staff.** The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment and provides ongoing professional development based on assessed staff needs.
8. **Clear Vision, Mission, and Purpose.** The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement.
9. **Collaborative Partnerships.** The program intentionally builds and supports collaborative relationships among internal and external stakeholders, including families, schools and community to achieve program goals.

10. **Continuous Quality Improvement.** The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact.
11. **Program Management.** The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements.
12. **Sustainability.** The program builds enduring partnerships with the community and secures commitments for in-kind and monetary contributions.

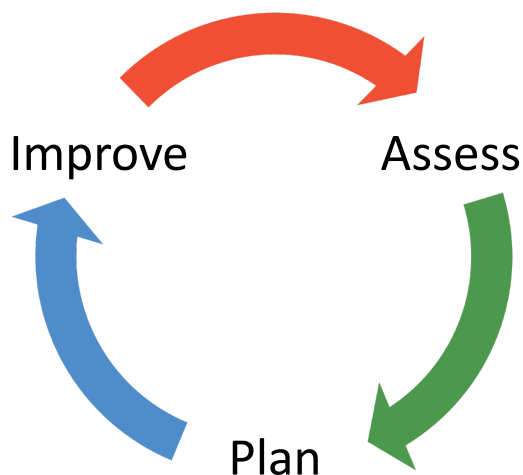
Source: CDE and CAN 2014.

### Data-Driven Continuous Quality Improvement

Quality Standard 10, graphically displayed in exhibit 2 below, calls for implementing a data-driven process of CQI based on (a) a quality needs assessment; (b) development of a data-driven plan to meet those needs; and (c) plan implementation, monitoring of outcomes, and revision as needed to improve the program (that is, Assess, Plan, Improve). The CDE's program improvement efforts are anchored in the CQI process, which was mandated by the Legislature through SB 1221 (After School Programs 2014; see *EC* Section 8484[a][2]).

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#### Exhibit 2. Quality Standard 10: Continuous Quality Improvement



Beginning in fall 2015, SB 1221 required recipients of ASES and 21st CCLC funding, including ASSETs, to conduct program assessments; follow a continuous cycle of program improvement; deliver high-quality, year-round programs; and submit program-based outcome data to the CDE. This legislation updated reporting requirements, emphasizing the use of data to enhance program quality. It also stipulated that

programs develop a plan outlining a data-driven process to improve program quality based on the CDE's guidance on quality standards.

One important goal of the CDE is to support and empower the local school community in utilizing data to ensure high-quality learning opportunities and to promote emotional development among students. While grantees are not required to submit their plans to the CDE, they must make them available for review upon request. These plans are also reviewed as part of the EXLD Federal Program Monitoring process to ensure that LEAs have a CQI process in place and are working toward program improvement. In this way, engagement in the CQI process is mandatory, but the implementation approach remains a local decision. The CDE provides considerable flexibility while still holding grantees accountable. Additionally, *EC* Section 8483.7 requires the CDE to offer TA and support to grantees to help them achieve their goals.

### **Accountability in Administering Expanded Learning Programs**

Since the inception of the ASES and 21st CCLC initiatives, the CDE has placed significant emphasis on data-based accountability in administering these programs. As mandated by *EC* Section 8484, ELPs are required to submit an Annual Outcome-Based Data for Evaluation (AOBDE) report and evidence of CQI. The AOBDE report encompasses an account of the number of days an individual student attends each component of an ELP. In addition, the CQI report provides self-reported details on the program's level of implementation for each of the 12 Quality Standards.

## **California's System of Support for Expanded Learning**

Since the inception of the BASLSNPP in 1998, the CDE has been instrumental in providing TA to local programs, ensuring compliance with program requirements, and fostering program quality improvement in accordance with *EC* Section 8483.55 and Title 20 United States Code Section 7172(c)(3). At the core of the CDE's early efforts was the establishment of a Regional After School TA System. In addition, the CDE allocated funding for the development and implementation of program staff training focused on principles and research-based strategies for promoting youth development and resilience in after school settings. Over 6,300 ELP staff throughout California were trained.

SB 638 (Before and After School Programs 2006) amended *EC* Section 8483.55, stipulating that, starting with FY 2006–07, 1.5 percent of the appropriated ASES funds were to be made available to the CDE to provide TA, evaluation, and training services and to provide local assistance funds to support program improvement. In addition, the US Department of Education authorizes not more than 5 percent of 21st CCLC funds for a range of activities, including monitoring programs and providing TA to grantees (see Section 4202[c][3] of the Every Student Succeeds Act [ESSA] 2015).

One of the strategic initiatives articulated by the CDE in its first strategic plan, *A Vision for Expanded Learning in California: Strategic Plan, 2014–16*, was “providing a

comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field” (CDE After School Division 2014, 4). In line with this goal—and specifically to support grantees in implementing CQI and the 12 Quality Standards—the CDE enhanced its existing TA efforts to form a statewide, comprehensive System of Support for Expanded Learning (SSEL),<sup>5</sup> illustrated below in exhibit 3.

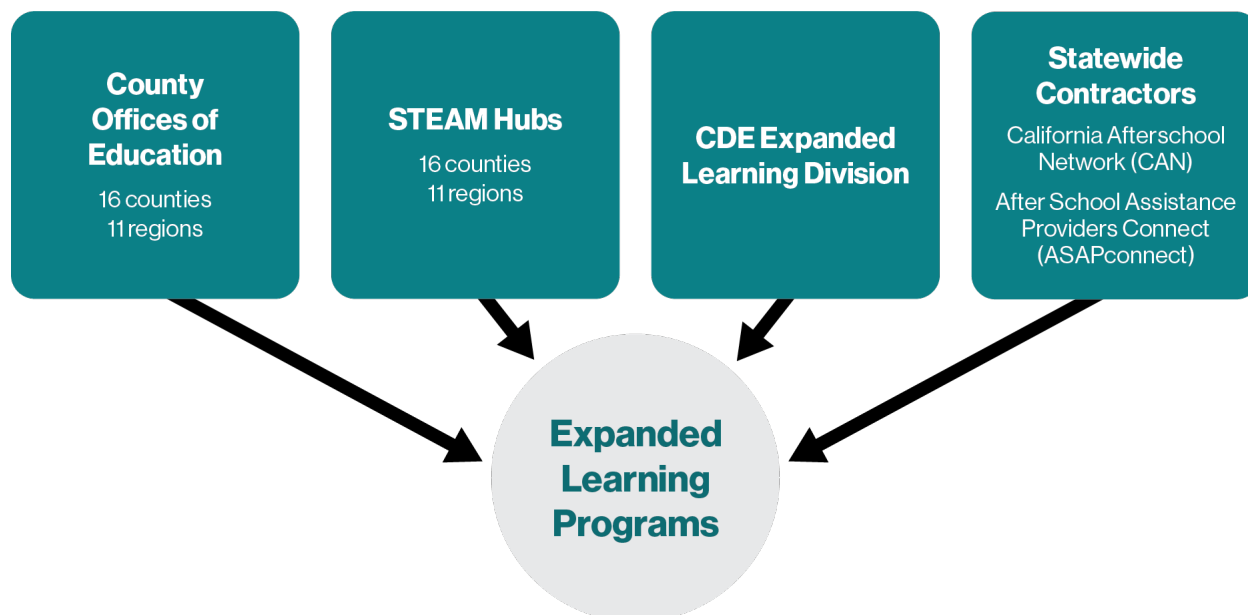
Since the SSEL was established, research has demonstrated that it has had a positive impact on expanded learning implementation. In a study (Informing Change 2016) of the experiences and needs of ASES, 21st CCLC, and ASSETs programs, almost all (96 percent) after school programs and 79 percent of summer learning programs reported that they received some form of TA between 2013 and 2015. Moreover, 60 percent of respondents reported an improvement in the TA system since 2009. Veteran program providers perceived a shift over the prior six years from a TA approach primarily focused on grant compliance to one focused on improving program quality. The study report highlighted this shift, stating, “Rather than seeing TA as a way to correct errors, more TA providers were asking, ‘How can we help you become a better program?’” (Informing Change 2016). Reflecting this shift, the report also notes an increased demand from providers for TA around quality standards and program assessments.

More recently, the EXLD identified TA as one of the four strategic initiatives in the second strategic plan, SP2.0, aiming to “deepen and broaden supports, so participants have equitable access to consistently high-quality programs” (CDE 2018; CDE EXLD 2018, 16). SP2.0 specifies that this will be accomplished through supporting the SSEL in continuously improving TA for grantees. The CDE EXLD has set two objectives in the SP2.0: to “support the SSEL in developing and implementing a data-driven TA plan that prioritizes critical TA to grantees/sites needing extra support to meet attendance targets and improve program quality” and to “continue to strengthen the CQI of the SSEL through an ongoing community of practice” (CDE EXLD 2018, 20).

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<sup>5</sup> A description of the SSEL can be accessed on the Statewide System of Support for Expanded Learning (CDE 2024d) web page at <https://www.cde.ca.gov/ls/ex/stsystemofsup.asp>.

### Exhibit 3. System of Support for Expanded Learning



#### Technical Assistance to California’s 11 Service Regions

The SSEL provides field-based, comprehensive TA, training, and support across California’s 11 service regions under the California County Superintendents (CCS).<sup>6</sup> This assistance is focused on meeting program requirements and enhancing capacity within each region to establish, execute, and maintain high-quality ELPs and a CQI process. The SSEL offers a diverse range of tools and resources to aid in this process.

In each region, TA is provided by at least one regional county lead from a county office of education (COE), at least one CDE Education Programs Consultant (EPC), and a fiscal analyst. All regions also include a COE Science, Technology, Engineering, Arts, and Mathematics (STEAM) Hub Lead. The system is designed to ensure that TA is comprehensive and seamless, offering support in both program compliance and quality to ensure that grantees meet state requirements and maintain high standards of quality.

Specifically, each county lead develops and executes an annual work plan and budget that outlines how they will identify the TA needs of programs within their service area; the tools, resources, and types of TA they plan to provide; and the way(s) in which they will measure their success. COE leads identify the specific universal, targeted, and critical TA strategies they might use, which could include coaching, mentoring, consultation, and the provision of relevant resources, based on individual TA needs. TA often includes providing information regarding applicable laws, policies, and best practices, including that of the expanded learning standards and CQI process, to support the development and sustainability of high-quality ELPs. COE leads are the

<sup>6</sup> For more information, visit the California County Superintendents (CCS 2025) regions web page at <https://www.cacountysupts.org/serviceregions>.

subject matter experts in their service area and therefore are the first point of contact for ELPs within the counties they support. Specific needs are discovered through an array of methods such as informal needs assessments, site visits, and word of mouth, as well as through more formal activities such as CDE Federal Program Monitoring and independent fiscal and programmatic audits, which discover findings of noncompliance. Accountability is measured through quarterly progress reports submitted by COE leads to their CDE regional EPC, which note the activities conducted and services provided during that quarter and expenditure reports that should align with their previously approved annual budgets.

CDE EPCs are assigned to one or more CCS regions and are tasked with advising and providing guidance and support to the COE lead(s) and grantees within those regions, ensuring comprehensive and seamless TA to all ELPs across the state. Specifically, EPCs provide information about the legal requirements and guidelines that govern ELPs. They support the understanding of the applicable laws, policy, and accountability and reporting requirements to ensure grantees within their region(s) have the capacity to operate their ELPs with fidelity and quality. EPCs review the COE lead(s)' annual work plans and budgets and quarterly progress and expenditure reports to ensure consistency, compliance, and that the supports and resources being delivered are appropriate for the specific needs of the ELPs they serve. EPCs often work alongside the CDE analyst assigned to the same CCS region(s), as they provide programmatic fiscal support to the grantees within those regions.

## **Statewide Technical Assistance Partners**

The CDE also allocates funding to two nonprofit, statewide TA partners, CAN and the After School Assistance Providers Connect (ASAPconnect), to identify needs and types of services to provide through the SSEL, including, but not limited to, training, needs assessments, and other resources to build quality programs:

- CAN's partnership exists to increase access to high-quality OST programs that support success for all children and youths. In addition, CAN provides professionals, advocates, and community members with the tools and resources necessary to build high-quality OST programs in California.<sup>7</sup>
- ASAPconnect builds the capacity of TA providers to better support the diverse needs of after school programs across the state of California by increasing collaboration, access to quality trainers, and support to California's SSEL.<sup>8</sup>

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<sup>7</sup> For more information, visit the CDE Statewide Technical Assistance Partners (CDE 2024e) web page at <https://www.cde.ca.gov/ls/ex/statewidtaproviders.asp>.

<sup>8</sup> For more information, visit the CDE Statewide Technical Assistance Partners web page at <https://www.cde.ca.gov/ls/ex/statewidtaproviders.asp>.

## Tools and Resources for Supporting California’s Expanded Learning Programs

In addition, the CDE EXLD has generated a wide range of tools and resource materials to guide and assist the work of California’s expanded learning county leads, TA providers, grantees, and programs throughout the state, as shown below in exhibit 4.

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### Exhibit 4. Resources Developed by the California Department of Education to Support Program Quality Improvement

- **A Crosswalk Between: The Quality Standards for Expanded Learning and Program Quality Assessment Tools** highlights seven exemplary tools for assessing and improving program quality. Aligned with the 12 Quality Standards, it aids programs in the CQI process. Each tool is described in detail, including its purpose, properties, cost, and available training support. This document is available through the CAN website at <https://www.afterschoolnetwork.org/post/crosswalk-between-quality-standards-expanded-learning-and-program-quality-assessment-tools>
- **Guidance for Developing and Implementing a Data-Driven Quality Improvement Process for ELPs** provides guidance for implementing the quality improvement process (Assess, Plan, Improve) for kindergarten through grade nine programs. The CDE Guidance for a Quality Improvement Process web page is available at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.
- **Annual Outcome-Based Data Report and CQI** is an online tool that includes a CQI tab. Here, each grantee school site indicates which quality standard(s) it is engaged to improve, along with its progress, marked on a four-point scale. Grantees must indicate the types of interest holders involved and summarize overall engagement progress. For more information, go to the CDE Annual Outcome-Based Data Report and CQI web page at <https://www.cde.ca.gov/ls/ex/aobdandcqiinstrucem.asp>.
- **Quality Program Improvement Plan Instructions** provides grantees with a template for organizing and documenting their CQI plans. While its use is not mandated, this template helps summarize assessment data and outline site-level goals, objectives, and activities. The Instructions for Completing a Quality Program Improvement Plan for ELPs provides grantees specific guidance for reflection and strategy implementation. This document is available on the CDE Quality Program Improvement Plan Instructions web page at <https://www.cde.ca.gov/ls/ex/qualityimprovinstruct.asp>.
- **The CDE Strategic Plan 2.0** web page outlines the strategic planning goals and objectives for the Quality Programs strategic initiative area. This web page provides access to information about the strategic plan and is available at <https://www.cde.ca.gov/ls/ex/strategicplanimplement2.asp>.

## **Analyzing Data on California Expanded Learning Programs**

Finally, the CDE contracted with WestEd, an education research and TA organization, to analyze data related to the characteristics of schools and students participating in ELPs and to assist the CDE in building an effective data system to support EXLD CQI efforts and determine program outcomes. WestEd’s primary responsibility is to produce biennial reports to the Legislature to meet the reporting requirements outlined in *EC* Section 8428 and Section 4203(c)(3)(C) of ESSA (2015), Part B—21st Century Community Learning Centers.

### **Quantitative Findings from the 2022–23 School Year**

The following sections present quantitative findings from the 2022–23 school year. They describe the number and geographic distribution of the ELPs, the types of programs available, the demographics and characteristics of students in these ELPs, and the program attendance rates of participating students. Additionally, the differences in various outcomes between ELP participants and nonparticipants are described. Details on how the analysis files were created for all quantitative findings are provided in the appendices.

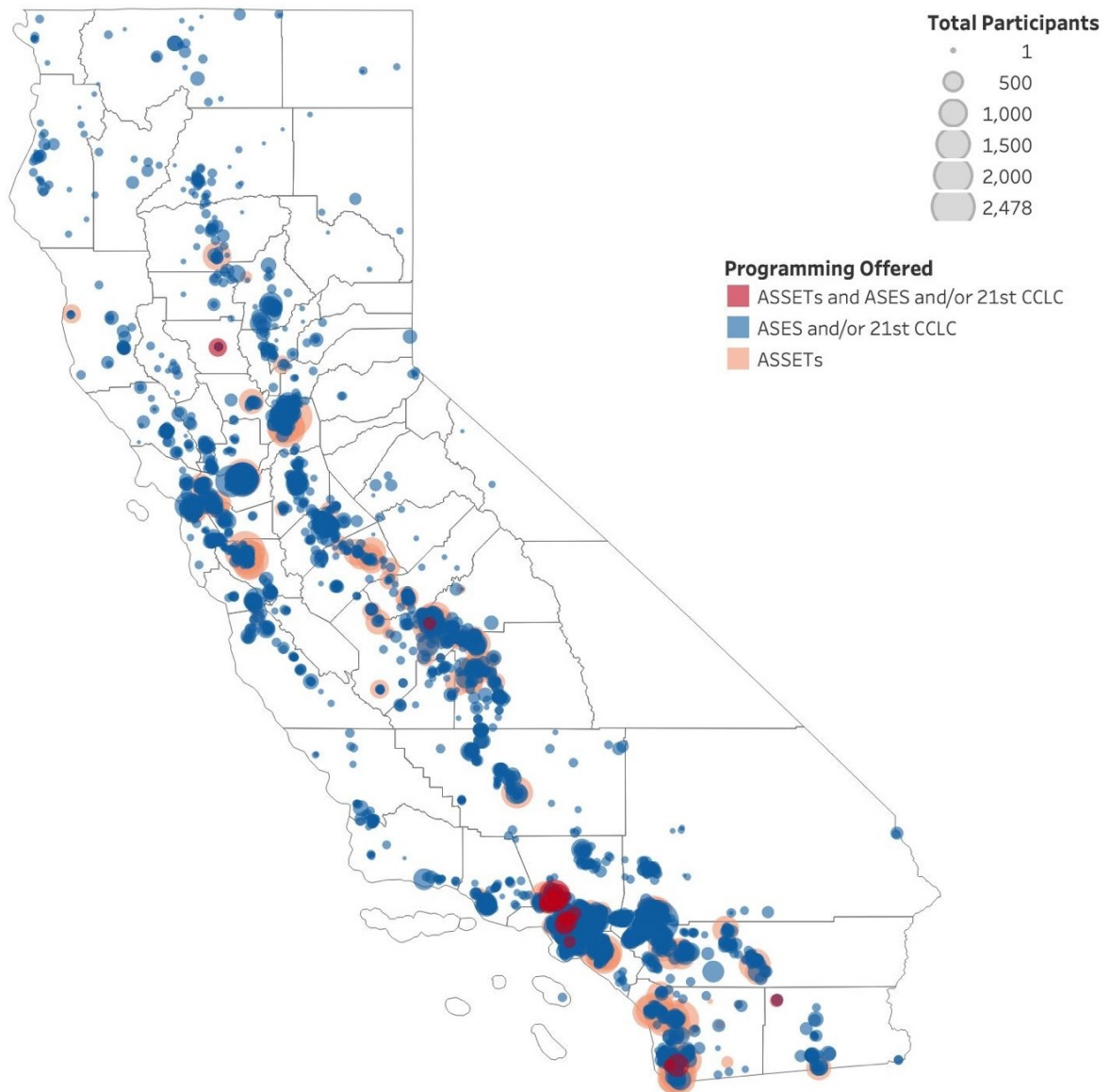
#### **Geographic Reach of Expanded Learning Programs**

This analysis examined the breadth of participation in ELPs across the state. Exhibit 5 below shows that the geographic reach of the ELPs funded in the 2022–23 school year is inclusive of all regions serving students in California, including rural and urban communities, North to South, and coast to desert. As is expected, there is a larger number of program participants in more populous regions of the state compared to less populous regions of the state. Blue dots represent schools offering ASES and 21st CCLC programs that serve elementary and middle school students, orange dots represent schools with ASSETs programs serving high school students, and red dots represent schools offering all three programs. Dots in the graphic are sized by the total number of ELP participants at that school. In total, 3,957 schools offered one or both of ASES and 21st CCLC programming; 283 offered ASSETs programming only; and 20 offered a combination of ASSETs programming and either ASES, 21st CCLC programs, or both.<sup>9</sup>

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<sup>9</sup> As described in appendix B, student demographic comparison analyses were possible for all 4,260 programs, while 4,246 of the 4,260 programs were able to be matched to latitudinal and longitudinal data for inclusion in the geographic representation analyses.

**Exhibit 5. Geographic Representation of California Schools with ELPs in 2022–23, by Program Type and Sized by Number of Students Served<sup>10</sup>**

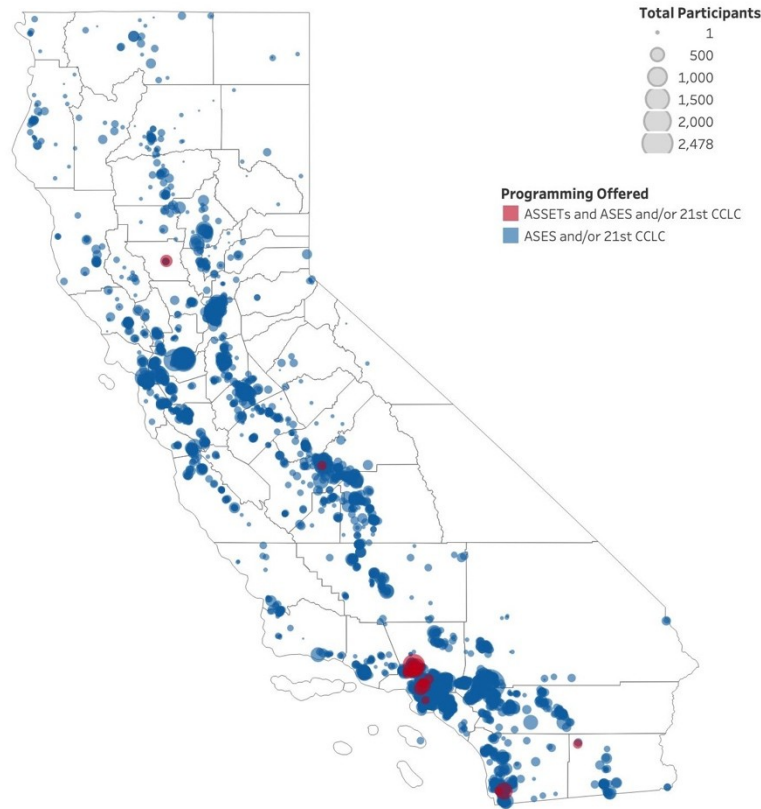


Exhibits 6 and 7 below separately show the geographic representation of the two main program types in the 2022–23 school year. Exhibit 6 represents ASES and 21st CCLC programs that serve elementary and middle school students. Exhibit 7 represents ASSETs programs serving high school students. For both types, programs span the state but are mostly concentrated in or around urban populations.

<sup>10</sup> Exhibit 5 includes outlines of the 58 California counties.

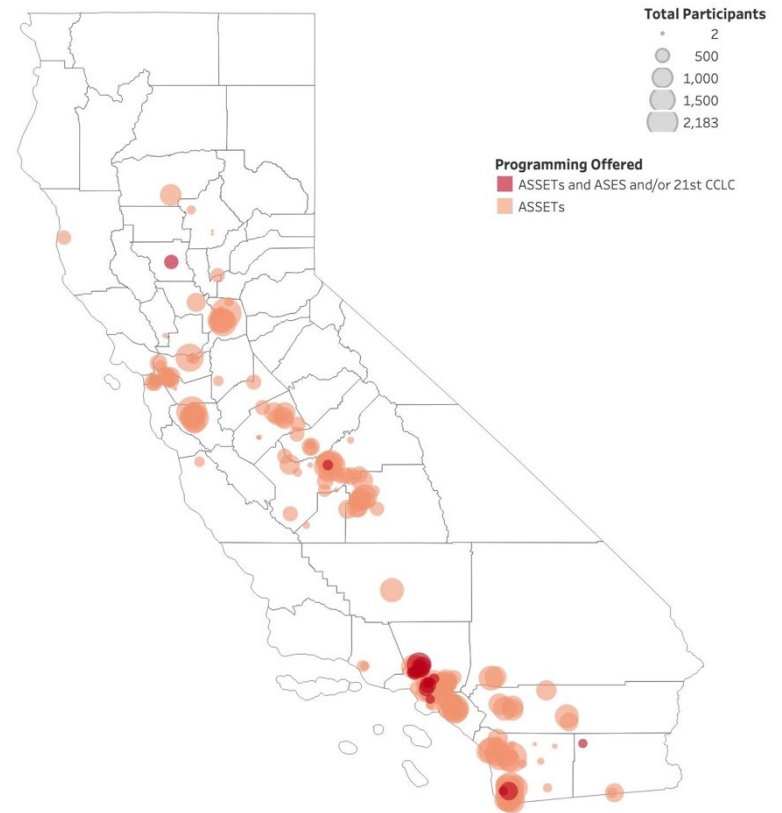
ASES and 21st CCLC programs are more dispersed and more numerous than ASSETs programs. ASES and 21st CCLC programs are funded in all but five of California's 58 counties, whereas ASSETs programs are less numerous in less-populated areas and not funded in 30 counties.

**Exhibit 6. Geographic Representation of California Schools with ASES, 21st CCLC, or Both Programs in 2022–23, Sized by Number of Students Served<sup>11</sup>**



<sup>11</sup> Exhibit 6 includes outlines of the 58 California counties.

**Exhibit 7. Geographic Representation of California Schools with ASSETs Programs in 2022–23, Sized by Number of Students Served<sup>12</sup>**



<sup>12</sup> Exhibit 7 includes outlines of the 58 California counties.

Exhibit 8 below shows the number of ELPs offered by county in 2022–23. Programs were largely concentrated in Southern California, including the five counties with the largest number of total programs in the state: 1,245 programs in Los Angeles County, 348 in San Diego County, 241 in San Bernardino County, 237 in Riverside County, and 231 in Orange County. Alpine, Amador, Calaveras, Inyo, and Sierra counties, which were among the smallest counties by population in California, did not offer ELPs in 2022–23.

**Exhibit 8. Geographic Representation of the Number of ELPs Offered by County in 2022–23**

County	Number of Schools Offering ASES, 21st CCLC, or Both Programs	Number of Schools Offering ASSETs Programs	Number of Schools Offering ASES, 21st CCLC, or Both Programs and ASSETs Programs	Total Number of ELPs
Alameda	58	16	0	74
Butte	26	3	0	29
Colusa	0	1	2	3
Contra Costa	55	5	0	60
Del Norte	6	0	0	6
El Dorado	6	0	0	6
Fresno	180	23	1	204
Glenn	11	0	0	11
Humboldt	31	0	0	31
Imperial	37	2	0	39
Kern	82	1	0	83
Kings	27	1	0	28
Lake	9	0	0	9

<b>County</b>	<b>Number of Schools Offering ASES, 21st CCLC, or Both Programs</b>	<b>Number of Schools Offering ASSETs Programs</b>	<b>Number of Schools Offering ASES, 21st CCLC, or Both Programs and ASSETs Programs</b>	<b>Total Number of ELPs</b>
<b>Lassen</b>	4	0	0	4
<b>Los Angeles</b>	1,133	97	15	1,245
<b>Madera</b>	27	5	0	32
<b>Marin</b>	9	0	0	9
<b>Mendocino</b>	20	1	0	21
<b>Merced</b>	65	11	0	76
<b>Modoc</b>	5	0	0	5
<b>Monterey</b>	49	1	0	50
<b>Napa</b>	15	1	0	16
<b>Orange</b>	218	13	0	231
<b>Plumas</b>	2	0	0	2
<b>Riverside</b>	229	7	1	237
<b>Sacramento</b>	160	12	0	172
<b>San Benito</b>	5	0	0	5
<b>San Bernardino</b>	239	2	0	241
<b>San Diego</b>	305	41	2	348
<b>San Francisco</b>	78	9	0	87
<b>San Joaquin</b>	105	1	0	106

<b>County</b>	<b>Number of Schools Offering ASES, 21st CCLC, or Both Programs</b>	<b>Number of Schools Offering ASSETs Programs</b>	<b>Number of Schools Offering ASES, 21st CCLC, or Both Programs and ASSETs Programs</b>	<b>Total Number of ELPs</b>
<b>San Luis Obispo</b>	14	0	0	14
<b>San Mateo</b>	38	0	0	38
<b>Santa Barbara</b>	43	0	0	43
<b>Santa Clara</b>	135	9	0	144
<b>Santa Cruz</b>	24	0	0	24
<b>Shasta</b>	35	0	0	35
<b>Siskiyou</b>	19	0	0	19
<b>Solano</b>	26	0	0	26
<b>Sonoma</b>	38	0	0	38
<b>Stanislaus</b>	96	1	0	97
<b>Sutter</b>	14	0	0	14
<b>Tehama</b>	23	1	0	24
<b>Tulare</b>	105	13	0	118
<b>Tuolumne</b>	4	0	0	4
<b>Ventura</b>	73	2	0	75
<b>Yolo</b>	17	1	0	18
<b>Yuba</b>	19	1	0	20

Exhibit 9 below shows the number of ELPs offered by geographic region and locale within California. Many programs were offered in urban regions, with 636 programs in Northern-Urban, 888 in Central-Urban, and 2,039 in Southern-Urban areas. The majority of ELPs are concentrated in the overall Southern Region, which consists of Southern-Urban, Southern-Rural, and Southern-Non-Specified locale designations (2,343 programs).

**Exhibit 9. Geographic Representation of ELPs in 2022–23, Number of Programs Offered by Geographic Region and Locale Designation**

<b>Geographic Region and Locale</b>	<b>Total Number of ELPs</b>
<b>Northern-Urban</b>	636
<b>Northern-Rural</b>	115
<b>Northern-Non-Specified</b>	46
<b>Central-Urban</b>	888
<b>Central-Rural</b>	167
<b>Central-Non-Specified</b>	51
<b>Southern-Urban</b>	2,039
<b>Southern-Rural</b>	75
<b>Southern-Non-Specified</b>	229

**Note.** Geographic region designations for counties (Northern, Central, Southern) were provided by the CDE. Locale designations for programs (Urban, Rural, Non-Specified) were extracted from classifications provided by the National Center for Education Statistics online tool accessible at <https://nces.ed.gov/ccd/schoolsearch/>.

Exhibit 10 shows 2022–23 school year ELP participation and average attendance by program type. ELPs served 769,228 unique students statewide during the 2022–23 school year.<sup>13</sup> Programs included before school, after school, and

<sup>13</sup> There is a duplicated total of 908,654 students served across all programs as seen in exhibit 10. However, within that exhibit, students who participated in multiple programs in the same year are counted for each program in which they participated.

summer/supplemental program components at the elementary and middle school levels and ASSETs ELPs at the high school level.

In the 2022–23 school year, a total of 4,260<sup>14</sup> California schools operated before school, after school, summer/supplemental, or ASSETs programs and had ELP participant attendance and demographic data.<sup>15</sup> Of those schools, an average of 32.9 percent of students attended one or more days of before school, after school, or summer/supplemental program components, with a total of 763,469 participants matched with demographic data across the state.<sup>16</sup> The greatest number of students were served by after school programs, and before school programs served the fewest number of students. A total of 283 California schools operated an ASSETs program.

As shown in exhibit 10, nearly 80 percent of elementary and middle school students (434,739) enrolled in an ELP and attended at least 30 days, and 68 percent (372,562) of students attended an ELP for at least 60 days. In contrast, California’s ASSETs programs, serving high school students, exhibited a lower attendance rate. Fewer than 27 percent of ASSETs program participants (46,124 students) attended at least 30 days, and fewer than 14 percent (23,256 students) attended at least 60 days.

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<sup>14</sup> There are schools that meet eligibility requirements per *EC* but are not funded. This could be for one of two reasons: (1) they did not apply or (2) there was not adequate funding to fund them based on their FRPM percentage.

<sup>15</sup> Some schools received both ASES and 21st CCLC grants.

<sup>16</sup> This number only includes schools and students who had demographic data. Missing data and resulting calculations are discussed in appendix A.

**Exhibit 10. Program Attendance in 2022–23 School Year, by ELP Type**

<b>Measure</b>	<b>Before School in Elementary and Middle School</b>	<b>After School in Elementary and Middle School</b>	<b>Before School Summer/ Supplemental in Elementary and Middle School</b>	<b>3 Hour—After School Summer/ Supplemental Elementary and Middle School</b>	<b>6 Hour—After School Summer/ Supplemental Elementary and Middle School</b>	<b>After School Safety and Enrichment for Teens (ASSETs) in High School</b>
<b>Number of students who attended at least one day of program</b>	25,191	544,706	15,337	57,017	89,749	176,654
<b>30 days or more program attendance</b>	16,537 (65.65%)	434,739 (79.81%)	731 (4.77%)	1,078 (1.89%)	4,133 (4.61%)	46,124 (26.11%)
<b>60 days or more program attendance</b>	13,369 (53.07%)	372,562 (68.40%)	147 (0.96%)	389 (0.68%)	159 (0.18%)	23,256 (13.16%)
<b>90 days or more program attendance</b>	10,955 (43.49%)	315,693 (57.96%)	126 (0.82%)	195 (0.34%)	127 (0.14%)	12,434 (7.04%)

Measure	Before School in Elementary and Middle School	After School in Elementary and Middle School	Before School Summer/ Supplemental in Elementary and Middle School	3 Hour—After School Summer/ Supplemental Elementary and Middle School	6 Hour—After School Summer/ Supplemental Elementary and Middle School	After School Safety and Enrichment for Teens (ASSETs) in High School
<b>120 days or more program attendance</b>	8,703 (34.55%)	253,881 (46.61%)	108 (0.70%)	163 (0.29%)	109 (0.12%)	6,280 (3.55%)
<b>150 days or more program attendance</b>	5,821 (23.11%)	161,117 (29.58%)	91 (0.59%)	132 (0.23%)	92 (0.10%)	2,431 (1.38%)
<b>Mean days of program participation</b>	78.81	98.72	13.26	8.69	11.58	24.71
<b>Median days of program participation</b>	69	111	10	6	10	10

**Note.** Percentage values reported indicate the percentage of participants for that program who attended at or above the labeled thresholds.

## Types of Students Served by Expanded Learning Programs

ELPs are required to prioritize enrollment of homeless and foster youth and students who are FRPM eligible.<sup>17</sup> As previously noted, ASES only funds programs in which a minimum of 50 percent of pupils are eligible for FRPM, with funding priority based on the total percentage of FRPM-eligible students. Similarly, the 21st CCLC and ASSETs programs must serve students in schools eligible for federal Title I schoolwide programs or otherwise serve a high percentage of students from socioeconomically disadvantaged families, with priority given to schools designated as in need of improvement.<sup>18</sup>

An analysis of the characteristics of the schools and students participating in ELPs in the 2022–23 school year highlights that ELPs are reaching students who are socioeconomically disadvantaged and are in high need of additional support to close the achievement and opportunity gaps and to foster their positive development and well-being.

Exhibit 11 below shows the average school-level demographic characteristics for schools with ELPs in the 2022–23 school year as compared to nonparticipating schools. The results of this analysis indicate that in the 2022–23 school year, the CDE awarded expanded learning grants to schools that served, on average, students who were predominantly socioeconomically disadvantaged<sup>19</sup> (81.5 percent) and schools that served high percentages of students who were Hispanic or Latino (71.4 percent). On average, 32 percent of the students in ELP participating schools were English learners, 5.3 percent were experiencing homelessness, 1 percent were migrant students, 1 percent were foster youths, and 15.4 percent were students with a disability.

In 2022–23, when comparing the average demographic populations served, schools that offered ELPs served student populations with higher percentages of socioeconomically disadvantaged students, African American students, Hispanic or Latino students, English learners, and migrant and homeless students than schools not offering ELPs. The percentage point difference between schools offering ELPs and those who did not offer ELPs was especially large for socioeconomically disadvantaged

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<sup>17</sup> EC Section 8483(c)(1) states, “Priority for enrollment of pupils in an after school program shall be as follows: (A) First priority shall go to pupils who are identified by the program as homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Sec. 11434a), at the time that they apply for enrollment or at any time during the school year, to pupils who are identified by the program as being in foster care, and to pupils who are eligible for free or reduced-price meals.”

<sup>18</sup> Title I of the Elementary and Secondary Education Act (ESEA 1965), as amended, provides financial assistance to LEAs and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. The school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards.

<sup>19</sup> Socioeconomically disadvantaged students are defined by the CDE as students (1) who are eligible for the FRPM program (also known as the National School Lunch Program) or have a direct certification for free or reduced-price meals or (2) who are migrant, homeless, foster youths, or enrolled in a Juvenile Court School or (3) who have parents who are not high school graduates (CDE 2025).

students (29.5 percentage point difference), Hispanic or Latino students (28 percentage point difference), and English learner students (18.3 percentage point difference).

On average, schools that offered ELPs served student populations with lower percentages of Asian, Filipino, American Indian or Alaska Native, and foster youth students than schools not offering ELPs, although these differences were small (ranging from 0.3 to 4.2 percentage points lower). Schools that offered ELPs also served student populations with lower percentages of students with disabilities (9.3 percentage point difference) and White students (21 percentage point difference).

**Exhibit 11. Demographic Characteristics of Schools with ELPs in 2022–23 as Compared to the Demographic Proportions in Nonparticipating Schools**

<b>Characteristic</b>	<b>Average Enrollment Percentage in Expanded Learning Participant Schools</b>	<b>Average Enrollment Percentage in Nonparticipating Schools</b>
<b>African American</b>	6.0%	5.1%
<b>American Indian or Alaska Native</b>	0.7%	1.0%
<b>Asian</b>	5.3%	9.5%
<b>Filipino</b>	1.4%	2.1%
<b>Hispanic or Latino</b>	71.4%	43.4%
<b>Pacific Islander</b>	0.4%	0.4%
<b>Two or more races</b>	3.0%	5.9%
<b>White</b>	10.1%	31.1%
<b>Female</b>	48.5%	44.8%
<b>Male</b>	51.4%	55.0%
<b>Did not report gender</b>	0.1%	0.2%

Characteristic	Average Enrollment Percentage in Expanded Learning Participant Schools	Average Enrollment Percentage in Nonparticipating Schools
English learners	32.0%	13.7%
Foster youths	1.0%	1.3%
Homeless students	5.3%	3.1%
Migrant students	1.0%	0.5%
Socioeconomically disadvantaged	81.5%	52.0%
Students with disabilities	15.4%	24.7%
EXLD 2022–23 participation rate	32.9%	N/A
Total number of schools	4,260	6,456

**Note.** In this and the following tables, student demographic characteristic category names match the CDE DataQuest data system (<https://dq.cde.ca.gov/dataquest/>).

Exhibit 12 below compares ELP participants with their nonparticipating peers in participating schools. In the 2022–23 school year, a total of 2,430,646 students were enrolled in participating schools and had student demographic variables available in the data. In those schools, 31.4 percent of students participated<sup>20</sup> in one or more of the ELPs (that is, 763,469 students participated in ELPs, whereas 1,667,177 did not participate in ELPs).<sup>21</sup> In participating schools, ELPs served students who were demographically like their peers who did not attend ELPs. Across the demographic characteristic categories, within-school differences between ELP participants and nonparticipants ranged between 0.1 and 3.2 percentage points.

<sup>20</sup> All students enrolled in a school that has a grant are eligible to participate.

<sup>21</sup> Students with duplicate cases were removed. The data sources are discussed in more detail in appendix A.

Of the seventeen demographic characteristics compared, only two showed meaningful demographic differences between groups.<sup>22</sup> The difference between participants and nonparticipants who identified as “two or more races” represented an effect size of -0.25. The raw data between group difference was only 0.2 percentage points higher for participants than nonparticipants. The difference between participants and nonparticipants who identified as a “migrant student” represented an effect size of -0.43. The raw data between group difference was only 0.3 percentage points higher for participants than nonparticipants. There were no meaningful differences between participants and nonparticipants for the remaining fifteen demographic characteristics, and effect sizes ranged from -0.22 to 0.09. Overall, the analysis revealed minimal demographic variation between participants and nonparticipants.

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### Exhibit 12. Characteristics of ELP Participants and Nonparticipants in Participating Schools

Characteristic	Percentage of ELP Participants	Percentage of Nonparticipants
African American	7.2%	5.0%
American Indian or Alaska Native	0.5%	0.4%
Asian	5.5%	5.8%
Filipino	1.3%	1.6%
Hispanic or Latino	72.4%	73.3%
Pacific Islander	0.4%	0.5%
Two or more races	2.7%	2.5%
White	9.1%	10.1%

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<sup>22</sup> Appendix C reports the difference in percentage and corresponding effect size for each demographic characteristic. With large sample sizes like those used in this report, an effect size is the preferred indicator of a meaningful difference. Effect sizes show the degree of overlap between two groups. A small effect size indicates substantial overlap, while a large effect size suggests meaningful differences. This analysis used the Cox Index as the effect size measure, which serves as the basis for interpreting findings. The *What Works Clearinghouse Procedures and Standards Handbook, Version 5.0*, produced by the Institute of Education Sciences’ What Works Clearinghouse (2022), considers effect sizes larger than 0.25 to indicate a meaningful difference between two groups.

Characteristic	Percentage of ELP Participants	Percentage of Nonparticipants
Female	49.4%	48.1%
Male	50.5%	51.9%
Did not report gender	0.1%	0.0%
English learners	29.0%	32.2%
Foster youths	1.2%	0.7%
Homeless students	5.5%	5.1%
Migrant students	1.5%	1.2%
Socioeconomically disadvantaged	81.6%	80.9%
Students with disabilities	13.7%	15.4%
Total students	763,469	1,667,177

## Comparing 2025 Biennial Report Quantitative Findings to Previous Reports

This section provides quantitative comparisons between findings from the 2025 Biennial Report (based on data from the 2022–23 school year) and findings from the 2015–16, 2018–19, and 2020–21 school years. It highlights notable similarities and differences in the demographic characteristics of schools and students over time, program attendance trends, and the geographic distribution of programs.

### Demographic Characteristics of Expanded Learning Program Schools Over Time

Like the three previous reports,<sup>23</sup> current findings show that schools that receive funding through the CDE for ELPs served larger percentages of socioeconomically

<sup>23</sup> Values for the nonparticipating school comparison groups are reported in the current and previous two versions of this report. In the 2017 and 2021 Biennial Reports, they are displayed in exhibit 6. In the current Biennial Report (2025), they are displayed in exhibit 13.

disadvantaged and homeless students and similar percentages of foster youths compared to schools that did not receive funding through the CDE. There has been consistency in the average demographic characteristics of ELP schools over the last four reports, as displayed in exhibit 13 below.

Notably, the average percentage of socioeconomically disadvantaged students in ELP-participating schools remained consistent at 83.3 percent (2015–16), 82.2 percent (2018–19), 81.4 percent (2020–21), and 81.5 percent (2022–23). These values are consistently higher than the nonparticipating school comparison group in all reports.

Similarly, average rates of participation in ELP-participating schools by Hispanic or Latino students remained consistent at 69.2 percent (2015–16), 69.6 percent (2018–19), 70.8 percent (2020–21), and 71.4 percent (2022–23)—consistently higher than those of the nonparticipating school comparison group. The average rates of English learners in ELP-participating schools also remained fairly consistent at 35.4 percent (2015–16), 28.5 percent (2018–19), 30.9 percent (2020–21), and 32.0 percent (2022–23). Those rates are consistently higher than those of the nonparticipating school comparison group.

**Demographic Characteristics of Expanded Learning Program Participants Over Time**

Analyses that compare the characteristics of ELP participants to non-ELP participants in participating schools show consistent results over time. Across 2015–16, 2018–19, 2020–21, and 2022–23 in ELP-participating schools, ELPs served students who were demographically like their peers who did not attend ELPs.

**Exhibit 13. Demographic Characteristics of Schools with ELPs<sup>24</sup> in 2015–16, 2018–19, 2020–21, and 2022–23**

Characteristic	Average Enrollment Percentage in Expanded Learning Participant Schools, 2015–16	Average Enrollment Percentage in Expanded Learning Participant Schools, 2018–19	Average Enrollment Percentage in Expanded Learning Participant Schools, 2020–21	Average Enrollment Percentage in Expanded Learning Participant Schools, 2022–23
African American	7.3%	6.8%	6.4%	6.0%

<sup>24</sup> ELPs include before school, after school, and summer/supplemental program components.

Characteristic	Average Enrollment Percentage in Expanded Learning Participant Schools, 2015–16	Average Enrollment Percentage in Expanded Learning Participant Schools, 2018–19	Average Enrollment Percentage in Expanded Learning Participant Schools, 2020–21	Average Enrollment Percentage in Expanded Learning Participant Schools, 2022–23
<b>American Indian or Alaska Native</b>	0.8%	0.8%	0.7%	0.7%
<b>Asian</b>	5.2%	5.3%	5.4%	5.3%
<b>Filipino</b>	1.6%	1.5%	1.6%	1.4%
<b>Hispanic or Latino<sup>25</sup></b>	69.2%	69.6%	70.8%	71.4%
<b>Pacific Islander</b>	0.5%	0.5%	0.5%	0.4%
<b>Two or more races</b>	2.1%	2.5%	2.7%	3.0%
<b>White</b>	12.6%	12.1%	11.1%	10.1%
<b>Female</b>	48.7%	48.5%	48.5%	48.5%
<b>Male</b>	Not reported	Not reported	Not reported	51.4%
<b>Did not report gender</b>	Not reported	Not reported	Not reported	0.1%
<b>English learners</b>	35.4%	28.5%	30.9%	32.0%

<sup>25</sup> In the 2017 and 2021 reports, the term *Latino* was used to describe this student subgroup. The term used has been updated to *Hispanic or Latino* in the 2023 and 2025 reports per guidelines from the CDE California Longitudinal Pupil Achievement Data System (CALPADS 2024a) data system located at <https://www.cde.ca.gov/ds/sp/cl/>, but it refers to the same student subgroup.

Characteristic	Average Enrollment Percentage in Expanded Learning Participant Schools, 2015–16	Average Enrollment Percentage in Expanded Learning Participant Schools, 2018–19	Average Enrollment Percentage in Expanded Learning Participant Schools, 2020–21	Average Enrollment Percentage in Expanded Learning Participant Schools, 2022–23
Foster youths	Not reported	0.7%	0.9%	1.0%
Homeless students	5.0%	5.6%	5.0%	5.3%
Migrant students	1.6%	1.4%	1.4%	1.0%
Socioeconomically disadvantaged	83.3%	82.2%	81.4%	81.5%
Students with disabilities	11.6%	13.6%	13.8%	15.4%
ELP participation rate	33.2%	31.1%	18.5%	32.9%
Total number of schools	4,565	4,548	4,318	4,260

### Program Attendance Over Time

As discussed in the 2023 Biennial Report, the 2020–21 school year was heavily affected by the COVID-19 pandemic, resulting in fewer participating students and decreased frequency of participation in ELPs. While 2022–23 data indicates an increase in participation from the 2020–21 school year, the number of students participating and the frequency of participation has not yet bounced back to the pre-pandemic rates reflected in the 2015–16 and 2018–19 school years (see exhibits 14 and 15 below). When comparing data from 2018–19 and 2022–23, student participation counts are about 10 percent lower for ASES and 21st CCLC programs and 25 percent lower for ASSETs programs. Median days of participation decreased from 140 to 111 for ASES and 21st CCLC programs (about a 20 percent decrease) and from 11 to 10 (9 percent decrease) for ASSETs programs.

There are a couple of factors that might explain these findings. One possible factor is related to the overall decline in public school enrollment in California. Between 2018–19 and 2022–23, California’s total public school enrollment declined by slightly more than 5 percent.<sup>26</sup> A second possible factor could be that schools were still recovering from the impacts of the pandemic during the 2022–23 year.

As displayed in exhibit 15, there were also decreases in the frequency of program participation between 2018–19 and 2022–23, as measured by the number of days students attended ELPs. The pandemic likely contributed to these findings. In fact, research has shown that California experienced an increase in chronic absence rates immediately after school closures in 2020–21. The statewide chronic absence rate was 12.1 percent in 2018–19 and 14.3 percent in 2020–21 before ballooning to 30.0 percent in 2021–22. By 2022–23, the rate of chronic absenteeism had fallen to 24.9 percent but was still more than double the rate from the 2018–19 school year.<sup>27</sup> Increased student absence relates directly to decreased days of program participation.

**Exhibit 14. Program Attendance Reported in the 2019, 2021, 2023, and 2025 Biennial Reports for ASES and 21st CCLC After School in Elementary and Middle School and ASSETs High School Programs**

ELP Type	2015–16 School Year	2018–19 School Year	2020–21 School Year	2022–23 School Year
<b>ASES and 21st CCLC after school: Number of students who attended at least one day</b>	632,289	609,957	282,838	544,706
<b>ASSETs: Number of students who attended at least one day</b>	257,100	237,990	88,752	176,654

<sup>26</sup> California Department of Education. n.d. DataQuest. <https://dq.cde.ca.gov/dataquest/>

<sup>27</sup> California Department of Education. n.d. DataQuest. <https://dq.cde.ca.gov/dataquest/>

**Exhibit 15. Median Days of Program Participation Reported in the 2019, 2021, 2023, and 2025 Biennial Reports for ASES and 21st CCLC After School in Elementary and Middle School and ASSETs High School Programs**

ELP Type	2015–16 School Year	2018–19 School Year	2020–21 School Year	2022–23 School Year
<b>ASES and 21st CCLC after school: Median days of program participation</b>	137	140	36	111
<b>ASSETs: Median days of program participation</b>	11	11	7	10

Exhibit 16 details the number of schools offering ELPs across the last four biennial reports. The number of schools with ELPs in 2020–21 and 2022–23, respectively, are lower than in 2018–19, which also likely affected participation counts. Finally, additional funding supports provided during these years of pandemic recovery, such as the United States Department of Education’s Elementary and Secondary School Emergency Relief and Governor’s Emergency Education Relief Funds that partially funded the Expanded Learning Opportunities Grant, might have enabled schools to offer similar programs, which may have led to a reduction in the number of schools providing ELPs.

**Exhibit 16. Grantee Schools Reported in the 2019, 2021, 2023, and 2025 Biennial Reports for ASES and 21st CCLC After School in Elementary and Middle School and ASSETs High School Programs**

ELP Type	2015–16 School Year	2018–19 School Year	2020–21 School Year	2022–23 School Year
<b>Offering ASES and/or 21st CCLC programs</b>	Not reported	Not reported	4,003	3,957
<b>Offering ASSETs programs</b>	286	286	292	283

ELP Type	2015–16 School Year	2018–19 School Year	2020–21 School Year	2022–23 School Year
Offering ASSETs programs and ASES and/or 21st CCLC programs	Not reported	Not reported	23	20
Total schools	4,481	4,548	4,318	4,260

**Note.** While individual grantee schools offered ASES and/or 21st CCLC programs, and these programs combined with ASSETS, the only counts reported in the 2017 and 2021 Biennial Reports were grantee schools offering ASSETs programs and the total number of grantee schools. Without this data, counts cannot be reported in the table above and have been indicated as “Not reported.”

Future reports will offer insight into longer term trends in the number of ELP participants, frequency of program participation, and number of participating schools.

### Geographic Distribution of Programs Over Time

Overall, patterns of geographic distribution of ELPs over time have remained consistent, with the largest concentrations of ELP schools in urban and southern regions of the state. In the 2023 report, region and locale counts for schools were introduced into the Biennial Report analyses, allowing for more detailed comparisons over time. In 2022–23, 55.2 percent of ELP schools were in Southern California, a slight increase from 54.0 percent in 2020–21. Urban locales housed 83.9 percent of ELP schools in 2022–23, a slight decrease from 85.3 percent in 2020–21. ELP schools in rural locales increased from 7.4 percent in 2020–21 to 8.4 percent in 2022–23.

## Measuring the Impact of Participation in the California Department of Education’s Expanded Learning Programs

### Data and Methodology

This section describes the data and methodology used to measure the impact of participation in ELPs.

#### **Analysis Samples**

This section describes how the samples of ELP participants were determined for the analyses in this report.

#### *Thresholds for Participation*

To capture meaningful participation in ELPs, WestEd defined *program participation* in ASES and 21st CCLC before school and after school, and ASSETs programs as 60 or more days of attendance—a standard threshold in the expanded learning literature

(Kane 2004). However, this 60-day threshold was not used for the three types of summer/supplemental programs: before school, after school for three hours, and after school for six hours. These summer/supplemental programs operate less frequently, making it challenging for students to attend 60 days in a year. Therefore, for summer/supplemental programs, participation is counted if a student attends at least one day per school year.

#### *Participation in Multiple Programs during Elementary and Middle School*

Determining the analysis sample in which to include students required accounting for students who participated in multiple ELPs. It is very common for elementary and middle school students to attend more than one ELP during the school year. For example, most students who attended a before school program for at least 60 days also attended an after school program for at least 60 days. The same type of pattern was true for participants of summer/supplemental programs, as most of these students also participated in before school or after school programs at meaningful levels and are included within those samples.

For this analysis, students were categorized based on the ELP program or programs they attended the most, provided they met the participation thresholds. Students who met the threshold for before school programming but did not meet the threshold for after school programming were included in the before school student sample. Those who met the threshold for after school programming but did not meet the threshold for before school programming were included in the after school student sample. Students who met the threshold for both before and after school programming were included in the before and after school student sample. Finally, students were placed in the summer/supplemental program sample if they only met that eligibility threshold and did not attend another program at an equal or higher number of days. Further details for analysis sample construction are provided in appendix A.

#### *Final Count of Students in Each Participant Sample*

Exhibit 17 below shows the number of elementary and middle school students who met the thresholds for participation and whose program data matched to student demographic data. An important takeaway from exhibit 17 is that most of the students who met the threshold for participation were included in our analysis in one of the samples. For example, about 97 percent of the students who attended after school programming for at least 60 days were included in the participant sample for after school (360,686 students in the participant sample out of 372,562 total students who participated for at least 60 days), and close to 3 percent (10,215 students total) of the students who attended at least 60 days of both before and after school programming were also included in that analysis sample. Between the two, more than 99 percent of the students participating in after school programming for 60 or more days are included in one of the participant samples.

Most students who met the participation threshold for summer/supplemental programs were already included in either the before school, after school, or before and after school participant samples because of higher total days of participation in those programs.

## Exhibit 17. Number of Elementary and Middle School Students in Participant Samples

Program and Participation Threshold for Sample Eligibility	Before School: Attended at Least 60 Days	After School: Attended at Least 60 Days	All Summer/ Supplemental Programs: Attended at Least 1 Day
Met participation threshold	13,369	372,562	137,395
Met participation threshold and matched necessary data	13,259	370,901	117,218
Included in before school programs sample	3,044	0	679
Included in after school programs sample	0	360,686	70,942
Included in before and after school programs sample	10,215	10,215	3,525
Included in summer/supplemental programs sample	0	0	42,072

**Note.** Students eligible for the before school and after school participant sample are not included in the individual before school participant and after school participant samples.

For high school students, nearly all students participating in the ASSETs program at the participation threshold of 60 days were also included in the final participant sample. Of 23,256 students meeting the participation minimum, 23,199 (above 99 percent) matched to the student demographic data necessary to be included.

### **Student Outcome Data**

The CDE provided data for six student outcomes analyzed for this report. The data analysis utilized measures of:

- School-day attendance,
- Smarter Balanced state standardized assessment test scores in mathematics,
- Smarter Balanced state standardized assessment test scores in ELA,

- Test scores for English learner students from the English Language Proficiency Assessments for California (ELPAC) assessment,
- School discipline data on incidents of suspension and expulsion, and
- Completion of the College/Career Indicator (CCI) as defined by the state.

The analysis used outcome data from school years 2021–22 and 2022–23 for the first five outcomes listed above and CCI outcome data from school year 2022–23.

### ***Methodology***

WestEd used a quasi-experimental design that included propensity score matching to compare 2022–23 outcomes for students who participated in the ELPs and those who did not. Propensity score matching uses a multivariate matching technique to identify comparison nonparticipants that have similar scores on the prior measures of the outcome and demographic characteristics as the ELP participants. This matching method creates a group of nonparticipant students who would have had similar outcomes compared to the ELP participants had they not participated in programming.

Matching was conducted for each combination of program, grade level, and outcome to ensure the most accurate match of ELP participants with similar nonparticipants. In total, 156 matched samples of ELP participants and comparison nonparticipants were created for the program, grade level, and outcome combinations. Appendix D reports the matching comparisons and confirms that baseline equivalence was achieved for all matched samples.<sup>28</sup>

Once the participant and comparison nonparticipant groups were formed, WestEd used hierarchical linear modeling (HLM) to estimate the difference in the specified outcome from the 2022–23 school year for ELP participants versus comparison nonparticipants for five of the six outcomes. These statistical models controlled for the prior year’s outcome, gender, English learner status, race/ethnicity, migrant status, socioeconomic status, special education status, foster youth status, and homeless status. For the CCI comparison, WestEd conducted descriptive analyses because it was not possible to calculate a valid measure of this outcome from the prior school year. Appendix A describes the full methodology used to merge data from various sources, clean data, identify students eligible for inclusion in the treatment and comparison groups, match treatment and comparison students, and model the student outcome analyses.

### ***Interpreting Estimates***

The Findings section presents and interprets three types of estimates from HLM models.

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<sup>28</sup> Baseline equivalence on prior year’s outcome was tested and reported for 155 samples. The matched sample for the CCI outcome was not used in a quasi-experimental comparison.

- **For attendance outcomes only**, WestEd reported one estimate that measures the raw percentage point difference in days attended by ELP participants compared to nonparticipants.
- **For all continuous student outcomes**—which include attendance, standardized mathematics and ELA scores, and ELPAC scores—WestEd provided a second type of estimate of the effect size of the difference in performance between ELP participants and comparison nonparticipants.
- **For student discipline outcomes**, WestEd presents estimates as the percentage point difference in proportion between the participant group and the comparison nonparticipant group.

To interpret the magnitude of different effect sizes, this report uses guidance (Kraft 2020) that recommends thresholds for effect sizes on continuous outcomes from one year of education programs. It is recommended that effect sizes between 0.00 and 0.05 are considered small and potentially not meaningful, whereas effect sizes between 0.06 and 0.19, considered medium, and effect sizes that are 0.20 or higher, considered large, are meaningful.

It is important to note that, due to the way participant samples were constructed, the impact estimates should be interpreted with an understanding of the common overlaps in program participation rather than as isolated impacts of a single program. For instance, participants in the before school sample often also attended some amount (between 1 and 59 days) of after school programming and vice versa. Additionally, students in the before school, after school, and combined before school and after school samples frequently engaged in summer/supplemental programming.

### ***Calculating the Financial Gains of Higher School-Day Attendance for Program Participants***

An analysis was also conducted to estimate the financial gains that schools may experience in allocated funding due to higher school-day attendance for ELP participants. While actual increases in funding for individual ELP participants were not directly observed, their improved attendance as a result of program participation can be quantified in terms of additional funding generated from attendance in that year.

To calculate the funding gain, WestEd used the estimated difference in the percentage of school days attended for participating students. This percentage was then multiplied by \$18,586.00,<sup>29</sup> which represented the annual cost of education per average daily attendance (ADA) for all districts in the 2022–23 school year. The total ADA is defined as the total days of student attendance divided by the total days of instruction (National Assessment Governing Board n.d.). In the calculation of the total funding gain, only the total number of ELP participants meeting the participation threshold and present in the

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<sup>29</sup> Retrieved from EdData’s California state data profile, May 2, 2025: [https://www.ed-data.org/state/CA/ps\\_MTA4NzM1](https://www.ed-data.org/state/CA/ps_MTA4NzM1).

analysis was used to estimate the amount of additional funding generated from program attendance for participating students.

The calculations outlined above are based on all schools in California following a 180-school-day calendar every year.<sup>30</sup> Increases were summed across all grades for each specific ELP type to create the summary estimates: before school, after school, before and after school, summer/supplemental, and high school. Full results for these calculations are included in exhibit F1 in appendix F.

## Findings

### ***School-Day Attendance and Financial Resources to Schools***

This section reports the differences in attendance during the 2022–23 school year for ELP participants compared to matched nonparticipants. The results by ELP type and grade level are shown in exhibits 18–22 below; tables with full model results are in appendix E. Additionally, this section presents the estimated financial gains to schools due to the increase in ADA.

- ELP participants exhibited significantly higher school-day attendance compared to nonparticipants across all program types and most grade levels.
- Impacts ranged from no impact to large effects when calculated as effect sizes (ES = -0.00 to 0.35).
- In only 1 out of 40 program type/grade level combinations, ELP participants did not attend school more days, on average, than nonparticipants.
- Of the 39 positive effects estimated, 33 were statistically significant. These effects equate to a range of up to 5 percent more school days of attendance (9 school days more than nonparticipants based on a 180-school-day year) depending on ELP type and grade level.
- These findings suggest that regular participation in ELPs could significantly increase the number of days students attend school.

Estimated financial gains to all schools in the state with ELPs due to increased potential ADA funds amounted to a combined total of \$94,770,943.

#### *Before School Programs*

Elementary and middle school students who participated in at least 60 days of the CDE's before school programs during the 2022–23 school year attended, on average, more school days than nonparticipant peers (see exhibit 18 below).

The estimated impacts, expressed as effect sizes, ranged from no impact to large effects (ES = 0.07 to 0.24). Four of the nine effect sizes estimated were medium or larger in size and showed statistically significant differences between ELP participants

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<sup>30</sup> Based on the CDE's Year-Round Education Program Guide: <https://www.cde.ca.gov/ls/fa/yr/guide.asp>.

and nonparticipants. These effect sizes represent an increase of 0 to 2 percent in school attendance, which translates to 0 to 3.6 additional days of attendance in a 180-school-day year.

The difference between school-day attendance for before school participants and their nonparticipant peers is equivalent to \$594,752 in potential ADA gains to schools.

**Exhibit 18. Regression-Adjusted Effect Sizes and Differences in Percentage of Days Attended for the California Department of Education’s Expanded Learning Before School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Percentage of Days Attended by Participants)	Difference in Percentage of Days Attended by Participants
K	138	0.22	+2%
1	608	0.23**	+2%**
2	602	0.16*	+1%*
3	590	0.19*	+2%*
4	686	0.07	+1%
5	690	0.11	+1%
6	788	0.07	+0%
7	566	0.11	+1%
8	592	0.24*	+2%*

**Note.** The percentage difference represents the regression-adjusted percentage of attended days for ELP participants in comparison to nonparticipants. Statistical significance is indicated by \* =  $p < .05$ , \*\* =  $p < .01$ .

*After School Programs*

Elementary and middle school students who participated in at least 60 days of the CDE’s after school programs during the 2022–23 school year attended, on average, more school days than nonparticipant peers (see exhibit 19 below).

The differences in attendance ranged from 1 to 2 percent more school days of attendance, translating to medium to large effects when calculated as effect sizes (ES = 0.14 to 0.25). All nine estimated effect sizes estimated were statistically significant.

These differences in attendance correspond to an increase of \$69,051,822 in ADA funding.

**Exhibit 19. Regression-Adjusted Effect Sizes and Differences in Percentage of Days Attended for the California Department of Education’s Expanded Learning After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Percentage of Days Attended by Participants)	Difference in Percentage of Days Attended by Participants
K	16,404	0.17***	+1%***
1	83,852	0.17***	+1%***
2	96,792	0.15***	+1%***
3	102,226	0.14***	+1%***
4	101,790	0.15***	+1%***
5	93,324	0.14***	+1%***
6	72,052	0.18***	+1%***
7	50,024	0.21***	+2%***
8	38,282	0.25***	+2%***

**Note.** Statistical significance is indicated by \*\*\* =  $p < .001$ .

*Before and After School Programs*

Elementary and middle school students who participated in at least 60 days of the CDE’s before and after school programs during the 2022–23 school year attended, on average, more school days than nonparticipant peers (see exhibit 20 below).

The estimated impacts ranged from 1 to 3 percent more school days of attendance. Differences in this range were equivalent to medium to large effects when calculated as effect sizes (ES = 0.17 to 0.35). All nine estimated effects were statistically significant.

These differences in attendance correspond to \$2,517,102 in ADA funding.

**Exhibit 20. Regression-Adjusted Effect Sizes and Differences in Percentage of Days Attended for the California Department of Education’s Expanded Learning Before and After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Percentage of Days Attended by Participants)	Difference in Percentage of Days Attended by Participants
K	466	0.35***	+3%***
1	2,312	0.23***	+2%***
2	2,638	0.17***	+1%***
3	2,814	0.20***	+1%***
4	2,848	0.19***	+1%***
5	2,744	0.23***	+2%***
6	2,280	0.18***	+1%***
7	1,472	0.23***	+2%***
8	1,026	0.22**	+2%**

**Note.** Statistical significance is indicated by \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

*Summer/Supplemental Programs*

Elementary and middle school students who participated in the CDE’s summer/supplemental programs during the 2022–23 school year attended as many or more school days, on average, compared to their peers. The effect sizes varied depending on grade level. Exhibit 21 below illustrates the differences in average school-day attendance between ELP summer/supplemental program participants and their peers.

The estimated impacts ranged from 0 to 1 percent more school days attended, which were null to medium effects when calculated as effect sizes (ES = -0.00 to 0.13). Seven of the nine estimated effects were statistically significant.

These attendance differences equate to an increase of \$4,862,655 in ADA funds allocated to schools.

**Exhibit 21. Regression-Adjusted Effect Sizes and Differences in Percentage of Days Attended for the California Department of Education’s Expanded Learning Summer/Supplemental Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Percentage of Days Attended by Participants)	Difference in Percentage of Days Attended by Participants
K	2,962	0.10**	+1%**
1	11,674	0.13***	+1%***
2	11,874	0.08***	+1%***
3	10,554	0.09***	+1%***
4	9,326	0.13***	+1%***
5	8,142	0.06**	+0%**
6	5,936	0.06*	+1%*
7	5,518	-0.00	-0%
8	2,646	0.03	+0%

**Note.** Statistical significance is indicated by \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

*After School Safety and Enrichment for Teens Programs*

High school students who participated in at least 60 days of the CDE’s ASSETs programs during the 2022–23 school year attended, on average, more school days than nonparticipant peers, with differences varying by grade level. Exhibit 22 below shows the differences in average school-day attendance for ASSETs ELP participants and their peers.

The estimated impacts showed advantages of 4 to 5 percent more school days for program participants and are all large effects when calculated as effect sizes (ES = 0.29 to 0.34). All four effects were statistically significant.

These attendance differences correspond to an increase of \$17,744,612 in ADA funds allocated to schools.

**Exhibit 22. Regression-Adjusted Effect Sizes and Differences in Percentage of Days Attended for the California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Percentage of Days Attended by Participants)	Difference in Percentage of Days Attended by Participants
9	10,692	0.34***	+4%***
10	12,608	0.31***	+4%***
11	12,444	0.29***	+4%***
12	9,594	0.31***	+5%***

**Note.** Statistical significance is indicated by \*\*\* =  $p < .001$ .

**Smarter Balanced Mathematics Scores**

This section reports the differences in Smarter Balanced Mathematics scores in the 2022–23 school year for ELP participants and comparison nonparticipants in schools that received the CDE Expanded Learning grants. The results by ELP type and grade level are shown in exhibits 23–26 below; tables with full model results are in appendix E. The differences in performance in all assessments in this report are presented as effect sizes because raw scale score differences between groups are difficult to interpret.

Results indicate that participation in the highest dosage of programming (60 days of both after school and before school programming) had a positive impact on 2022–23 Smarter Balanced Mathematics scores.

- Across all ELPs, the effects of participation were small to medium in size, with effect sizes ranging from -0.05 to 0.16.
- Estimates were statistically significant across multiple grade levels and programs, with 8 of the 12 effects reaching statistical significance.
- Seven out of eight positive, statistically significant effects were estimated for two types of ELP attendees: those participating in after school programs only and those attending both before and after school programs.
- Significant effects for students attending after school programs were too small to be considered meaningful (ES = 0.01 to 0.04), whereas the significant effects for those participating in both before and after school programs showed greater magnitudes, with effect sizes ranging from 0.07 to 0.16.

- The estimated effects for before school and summer/supplemental programming were inconsistent, showing only one positive and one negative statistically significant difference between groups.

These findings suggest that consistent participation in a high dosage of ELPs may meaningfully support students’ academic performance in mathematics in some grade levels.

#### *Before School Programs*

Estimates for elementary and middle school students who participated in at least 60 days of the CDE’s before school programs during the 2022–23 school year showed small to medium effects on mathematics scores, with the effect varying across grade levels (see exhibit 23 below). These effects ranged from -0.01 to 0.16, with one estimate (a medium positive effect for grade four students) reaching statistical significance.

**Exhibit 23. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced Mathematics Scale Score for the California Department of Education’s Expanded Learning Before School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced Mathematics Scale Score by Participants)
4	660	0.16**
5	644	-0.00
6	764	0.06
7	538	-0.01
8	566	0.06

**Note.** The estimates represent the regression-adjusted effect sizes indexing the mathematics scale score differences for ELP participants in comparison to nonparticipants. Statistical significance is indicated by \*\* =  $p < .01$ .

#### *After School Programs*

Estimates for elementary and middle school students who participated in at least 60 days of the CDE’s after school programs during the 2022–23 school year showed generally small positive effects on mathematics scores (see exhibit 24 below). These effects, which ranged from -0.01 to 0.03 when converted to effect sizes, were statistically significant for all but fifth-grade students, but too small in magnitude to be considered meaningful.

**Exhibit 24. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced Mathematics Scale Score for the California Department of Education’s Expanded Learning After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced Mathematics Scale Score by Participants)
4	99,548	0.01**
5	91,488	-0.01
6	70,440	0.01*
7	48,610	0.02***
8	37,242	0.03***

**Note.** Statistical significance is indicated by \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

*Before and After School Programs*

Estimates for elementary and middle school students who participated in at least 60 days of both the CDE’s before and after school programs during the 2022–23 school year demonstrated medium positive impacts on mathematics scores for three grade levels (fourth, seventh, and eighth—see exhibit 25 below). Effect sizes ranged from 0.07 to 0.16 and were statistically significant. The estimates for fifth- and sixth-grade students were not statistically significant.

**Exhibit 25. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced Mathematics Scale Score for the California Department of Education’s Expanded Learning Before and After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced Mathematics Scale Score by Participants)
4	2,758	0.07*
5	2,676	0.04
6	2,220	-0.03
7	1,440	0.09*
8	1,000	0.16**

**Note.** Statistical significance is indicated by \* =  $p < .05$ , \*\* =  $p < .01$ .

### Summer/Supplemental Programs

Estimates for elementary and middle school students who participated in at least one day of the CDE’s summer/supplemental programs during the 2022–23 school year showed no discernible effects on mathematics scores (see exhibit 26 below). These estimated effects ranged from -0.05 to 0.02 when converted to effect sizes, with only one reaching statistical significance.

**Exhibit 26. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced Mathematics Scale Score for the California Department of Education’s Expanded Learning Summer/Supplemental Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced Mathematics Scale Score by Participants)
4	8,908	0.00
5	7,782	0.02
6	5,644	-0.05**
7	5,240	-0.01
8	2,384	-0.01

**Note.** Statistical significance is indicated \*\* =  $p < .01$ .

### Smarter Balanced English Language Arts Scores

This section reports the differences in Smarter Balanced ELA scores in the 2022–23 school year between ELP participants and matched nonparticipants. The results are organized by ELP type and grade level in exhibits 27–30 with full model results provided in appendix E.

- Findings suggest that ELP participants had similar 2022–23 ELA scores compared to their nonparticipant counterparts.
- Differences in ELA assessment scores were consistently very small and usually not statistically significant.
- While there were some statistically significant effects, they varied between positive and negative values and were not consistent across grade levels or program participation samples.

Overall, there is little evidence suggesting that ELP participation is associated with ELA scores.

### Before School Programs

For elementary and middle school students who participated in at least 60 days of the CDE’s before school programs during the 2022–23 school year, there were generally small to medium positive effects on ELA scores (see exhibit 27 below). Positive impacts were estimated for three of the five grade levels (fourth, fifth, and seventh), with effect sizes ranging from 0.04 to 0.06. In contrast, the impacts were negative for the remaining two grade levels (sixth and eighth), with effect sizes ranging from -0.07 to -0.15. However, only the impact for sixth grade was statistically significant. Altogether, grade level impact estimates for this program were inconsistent.

**Exhibit 27. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced English Language Arts Scale Score for the California Department of Education’s Expanded Learning Before School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced English Language Arts Scale Score by Participants)
4	656	0.04
5	642	0.06
6	758	-0.15**
7	532	0.06
8	570	-0.07

**Note.** The estimate represents the regression-adjusted effect size of the difference in percentage of overall ELA scale score for ELP participants in comparison with nonparticipants. Statistical significance is indicated by \*\* =  $p < .01$ .

### After School Programs

Estimates for elementary and middle school students who participated in at least 60 days of the CDE’s after school programs during the 2022–23 school year showed consistently small effects on ELA scores (see exhibit 28 below). These effects were all very small, with effect sizes ranging from -0.03 to 0.02, and included one effect size that was statistically significant and positive and three that were statistically significant and negative. Excluding seventh grade, all differences were statistically significant; however, the effect sizes were too small to be considered substantively meaningful.

**Exhibit 28. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced English Language Arts Scale Score for the California Department of Education’s Expanded Learning After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced English Language Arts Scale Score by Participants)
4	99,098	-0.03***
5	91,110	-0.03***
6	70,350	-0.02**
7	48,504	0.00
8	37,176	0.02**

**Note.** Statistical significance is indicated by \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

*Before and After School Programs*

The effects on ELA scores were small to medium for elementary and middle school students who participated in at least 60 days of both the CDE’s before and after school programs (see exhibit 29 below). None of these effects were statistically significant, and the effect sizes ranged from -0.01 to 0.06, with most being too small to be considered meaningful.

**Exhibit 29. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced English Language Arts Scale Score for the California Department of Education’s Expanded Learning Before and After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced English Language Arts Scale Score by Participants)
4	2,748	-0.01
5	2,656	0.00
6	2,204	0.03
7	1,442	0.05
8	990	0.06

### Summer/Supplemental Programs

Small effects were estimated for elementary and middle school students who participated in at least one day of the CDE’s summer/supplemental programs (see exhibit 30 below). Effect sizes ranged from -0.03 to 0.01, were generally negative, and were not statistically significant.

**Exhibit 30. Regression-Adjusted Effect Sizes for Differences in Smarter Balanced English Language Arts Scale Score for the California Department of Education’s Expanded Learning Summer/Supplemental Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in Smarter Balanced English Language Arts Scale Score by Participants)
4	8,840	0.01
5	7,732	-0.03
6	5,640	-0.02
7	5,188	0.00
8	2,380	-0.03

### English Language Proficiency Scores for English Learners

This section reports the differences in ELPAC scores in the 2022–23 school year for ELP participants compared to matched nonparticipants. The results by ELP type and grade level are shown in exhibits 31–35 below; full model results are available in appendix E.

- Participation in CDE ASSETs programs positively impacted ELPAC scores in three out of four high school grades.
- The estimated effects for ASSETs programming in grades nine, ten, and twelve were medium in size (effect sizes ranging from 0.10 to 0.19) and were statistically significant.
- While effect estimates for participation in before and after school programs for elementary and middle school students failed to reach statistical significance, the estimates offer promise for the ability of a high dosage of ELP participation (60 days of both before and after school) to meaningfully impact English language proficiency.
- No consistent pattern was found among elementary and middle school students participating in summer/supplemental programming.

These findings suggest that ASSETs programming may be particularly beneficial for long-term English learners and recently immigrated older students. Potentially promising findings also point to the ability of a high dosage of ELP participation (60 days of both before and after school) to meaningfully impact English language proficiency.

### *Before School Programs*

Impact estimates for elementary and middle school students who participated in at least 60 days of the CDE’s before school programs during the 2022–23 school year are reported below (see exhibit 31).<sup>31</sup> The effect sizes showed differences equating to medium to large effects on ELPAC scores, ranging from -0.09 to 0.25 depending on grade. Although two out of five effect sizes (0.11 in grade five and 0.25 in grade eight) were positive and medium to large, they failed to reach statistical significance. The grade seven estimate was negative and medium in size but also failed to reach statistical significance. The lack of statistical significance for any of these estimates was likely due to the small sample sizes of English learner students who participated in this program. Altogether, these mixed findings were inconclusive.

**Exhibit 31. Regression-Adjusted Effect Sizes for Differences in English Language Proficiency Scores for the California Department of Education’s Expanded Learning Before School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in English Language Proficiency Scores by Participants)
4	144	-0.01
5	144	0.11
6	144	-0.01
7	88	-0.09
8	76	0.25

**Note.** The estimate represents the regression-adjusted effect size of the difference in percentage of overall ELPAC scale score for ELP participants in comparison to nonparticipants.

### *After School Programs*

Impact estimates on ELPAC scores for elementary and middle school students who participated in at least 60 days of the CDE’s after school programs during the 2022–23 school year are shown in exhibit 32 separately by grade level. Eight of the nine effect sizes, which represent the differences between program participants and their

<sup>31</sup> Samples for kindergarten through third-grade students could not be analyzed because they were too small to be reported.

comparison nonparticipant peers, were small and ranged from -0.03 to 0.04. One impact estimate that was medium in size (0.11 in kindergarten) was not statistically significant and was based on the smallest sample size. Two impact estimates were statistically significant (-0.03 in grade four and 0.04 in grade eight) and favored opposite groups, but neither was large enough to be considered a meaningful impact.

**Exhibit 32. Regression-Adjusted Effect Sizes for Differences in English Language Proficiency for the California Department of Education’s Expanded Learning After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in English Language Proficiency Scores by Participants)
K	464	0.11
1	2,602	0.02
2	2,748	-0.01
3	4,102	-0.01
4	22,568	-0.03**
5	19,958	-0.01
6	12,094	0.01
7	6,950	0.01
8	4,788	0.04*

**Note.** Statistical significance is indicated by \* =  $p < .05$ , \*\* =  $p < .01$ .

*Before and After School Programs*

Impact estimates on ELPAC scores for elementary and middle school students who participated in at least 60 days of the CDE’s before and after school programs during the 2022–23 school year are shown in exhibit 33 separately by grade level.<sup>32</sup> Five impact estimates (grades one, two, five, six, and eight) were medium or large in size, ranging from 0.06 to 0.37, and favored program participants. However, only one of these differences reached statistical significance.<sup>33</sup> Two of the eight effect sizes were small with negative impacts for participants, ranging from -0.01 to -0.03. Another impact

<sup>32</sup> Samples for kindergarten students could not be analyzed because they were too small to be reported.

<sup>33</sup> Although the effect sizes for the grades two and eight samples were positive and large, they failed to reach statistical significance. This was likely due to the small number of English learner students who participated in this program in these grade levels.

estimate (-0.08 in grade three) was negative, medium in size, and not statistically significant. Although most estimates did not reach a difference that was statistically significant, these estimates offer promise for the ability of a high dosage of ELP participation (60 days of both before and after school) to meaningfully impact English language proficiency.

**Exhibit 33. Regression-Adjusted Effect Sizes for Differences in English Language Proficiency Scores for the California Department of Education’s Expanded Learning Before and After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in English Language Proficiency Scores by Participants)
1	110	0.37*
2	106	0.21
3	130	-0.08
4	706	-0.01
5	636	0.06
6	410	0.07
7	176	-0.03
8	120	0.24

**Note.** Statistical significance is indicated by \* =  $p < .05$ .

*Summer/Supplemental Programs*

Elementary and middle school students who participated in at least one day of the CDE’s summer/supplemental programs during the 2022–23 school year showed small to medium effects on ELPAC scores compared to their nonparticipant peers depending on grade (see exhibit 34 below). The effect sizes ranged from -0.14 to 0.07. Only the difference for eighth-grade students reached statistical significance. Six of the nine estimates represented small effects, with three of nine representing medium impacts. Five estimates represented negative effects for participants, while four estimates indicated positive effects, resulting in no consistent pattern of impacts for either group across grade levels.

**Exhibit 34. Regression-Adjusted Effect Sizes for Differences in English Language Proficiency Scores for the California Department of Education’s Expanded Learning Summer/Supplemental Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in English Language Proficiency Scores by Participants)
K	102	-0.01
1	368	0.00
2	326	0.01
3	430	-0.04
4	2,298	-0.03
5	1,830	0.05
6	1,174	0.07
7	1,164	-0.08
8	454	-0.14*

**Note.** Statistical significance is indicated by \* =  $p < .05$ .

*After School Safety and Enrichment for Teens Programs*

Students in grades nine through twelve who participated in at least 60 days of the CDE’s ASSETs programs during the 2022–23 school year showed relatively consistent medium positive effects on ELPAC scores, depending on grade (see exhibit 35 below). The effect sizes ranged from -0.02 to 0.19 and were all positive and statistically significant differences in favor of participants, except for grade eleven. These results indicate that participation in CDE ASSETs programs had a positive impact on 2022–23 ELPAC scores in most of the high school grades.

**Exhibit 35. Regression-Adjusted Effect Sizes for Differences in English Language Proficiency Scores for the California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Effect Size (Difference in English Language Proficiency Scores by Participants)
9	1,080	0.16***
10	1,184	0.10**
11	1,136	-0.02
12	754	0.19***

**Note.** Statistical significance is indicated by \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

***Rates of Discipline Incidents***

This section reports the differences in discipline incidents in the 2022–23 school year for ELP participants compared to matched nonparticipants. The results by ELP type and grade level are shown in exhibits 36–40 below; tables with full model results are in appendix E. These estimates represent the difference in proportion of a discipline incident between the two groups. For example, a difference of -0.02 indicates a 2-percentage point advantage for the program participants (such as 2 percent of the program participants experiencing a discipline incident versus 4 percent of the comparison nonparticipant group experiencing a discipline incident).

Analyses revealed some statistically significant differences in the proportion of students experiencing at least one discipline incident during the 2022–23 school year, with after school and high school program participants generally showing a lower likelihood of such incidents compared to nonparticipants. These estimates suggest that participation in ELPs could reduce discipline incidents for middle school or early high school students. However, across grade levels and programs, the estimated differences in rates of discipline incidents were generally small and alternated between increases and decreases. Out of the 40 estimated percentage point differences, only 10 estimates reached statistical significance, with three estimates being between 0.00 and -0.01 in magnitude.

Altogether, the results did not show a consistent pattern across programs or grade levels, making it difficult to draw conclusions about the impact of participation on discipline outcomes.

***Before School Programs***

Estimates for elementary and middle school students who participated in at least 60 days of the CDE’s before school programs during the 2022–23 school year showed

mostly small differences in the proportion of students experiencing a discipline incident compared to their nonparticipant peers depending on grade (see exhibit 36 below). These differences ranged from -0.02 to 0.06, but they were not statistically significant for any grade level. Two of the nine estimated grade level differences were negative, indicating lower incidence of discipline for ELP participants, while seven were positive and indicated the opposite. One positive difference (grade eight) was noticeably larger than the others but was not statistically significant.

Altogether, these estimates were inconsistent for benefits to either group.

**Exhibit 36. Differences in Proportion of Students Receiving Discipline for the California Department of Education’s Expanded Learning Before School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Differences in Proportion of Students Receiving Discipline by Participants
K	138	0.02
1	608	0.01
2	602	0.01
3	590	0.02
4	686	-0.00
5	690	0.00
6	788	-0.02
7	566	0.01
8	592	0.06

**Note.** The estimate represents the regression-adjusted differences in proportion of students receiving at least one suspension or expulsion during the school year for ELP participants in comparison to nonparticipants.

*After School Programs*

Estimates for elementary and middle school students who participated in at least 60 days of the CDE’s after school programs during the 2022–23 school year showed small differences in the proportion of students experiencing a discipline incident compared to their nonparticipant peers depending on grade (see exhibit 37 below). These differences, which ranged from -0.04 to -0.00, were statistically significant for seven of the nine grades examined but were generally too small in magnitude to be considered

consistently meaningful. However, the three largest differences, which were 2 percentage points in grades six and seven and 4 percentage points in grade eight, indicated promising findings that ELP participation may be impactful for reducing discipline incidents for middle school students.

**Exhibit 37. Differences in Proportion of Students Receiving Discipline for the California Department of Education’s Expanded Learning After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Differences in Proportion of Students Receiving Discipline by Participants
K	16,408	-0.00
1	83,852	-0.00*
2	96,792	-0.00*
3	102,226	-0.00*
4	101,790	-0.00
5	93,324	-0.01**
6	72,052	-0.02***
7	50,024	-0.02***
8	38,284	-0.04***

**Note.** Statistical significance is indicated by \* =  $p < .05$ , \*\* =  $p < .01$ , \*\*\* =  $p < .001$ .

*Before and After School Programs*

Estimates for elementary and middle school students who participated in at least 60 days of both the CDE’s before and after school programs during the 2022–23 school year showed small differences in the proportion of students experiencing a discipline incident compared to their nonparticipant peers depending on grade (see exhibit 38 below). These differences ranged from -0.08 to 0.04, with none reaching a statistically significant level.

These estimates presented a somewhat conflicting pattern to earlier promising findings for students who participated in only the after school programs. While previous estimates provided evidence that ELP participants in middle school grades may have a slightly lower proportion of discipline incidents, the estimates for before and after school (which included students participating in both programs) do not always show the same pattern of positive findings. Additionally, the estimates for grades seven and eight do not

represent statistically significant differences but do offer a similar promising finding to the estimates from after school participation in middle school.

Overall, the estimated differences for participants in these ELPs and comparison nonparticipants were inconsistent.

**Exhibit 38. Differences in Proportion of Students Receiving Discipline for the California Department of Education’s Expanded Learning Before and After School Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Differences in Proportion of Students Receiving Discipline by Participants
K	466	-0.00
1	2,312	0.01
2	2,638	-0.01
3	2,814	0.04
4	2,848	0.00
5	2,744	-0.01
6	2,280	0.01
7	1,472	-0.08
8	1,026	-0.04

*Summer/Supplemental Programs*

Estimates for elementary and middle school students who participated in at least one day of the CDE’s summer/supplemental programs during the 2022–23 school year showed small differences in the proportion of students experiencing a discipline incident compared to their nonparticipant peers depending on grade (see exhibit 39 below). These differences ranged from -0.01 to 0.02, with no differences reaching a statistically significant level. Eight of the nine estimates were between -0.01 and 0.01, indicating differences of 1 percentage point or less between the groups. Differences in this range are considered very small in magnitude.

**Exhibit 39. Differences in Proportion of Students Receiving Discipline for the California Department of Education’s Expanded Learning Summer/Supplemental Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Differences in Proportion of Students Receiving Discipline by Participants
K	2,966	-0.01
1	11,674	0.00
2	11,874	-0.01
3	10,554	-0.00
4	9,326	0.01
5	8,142	-0.01
6	5,936	0.01
7	5,518	0.02
8	2,646	0.01

*After School Safety and Enrichment for Teens Programs*

Students in grades nine through twelve who participated in at least 60 days of the CDE’s ASSETs programs during the 2022–23 school year showed small but promising differences in the proportion of students experiencing a discipline incident compared to their nonparticipant peers (see exhibit 40 below). In three of four grade levels (grades nine through eleven), the estimated differences were negative, indicating a lower number of participants experiencing student discipline than comparison nonparticipants. Two of these negative estimates (grades nine and ten) were also statistically significant. However, the 2-percentage point difference for grade twelve students favored nonparticipants and was also statistically significant.

Altogether, these estimates were promising for younger high school students but did not consistently favor program participants and did not favor them to a meaningful extent across high school grades.

**Exhibit 40. Differences in Proportion of Students Receiving Discipline for the California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participants and Comparison Nonparticipants**

Grade Level	Combined <i>n</i> for Participants and Comparison Nonparticipants	Differences in Proportion of Students Receiving Discipline by Participants
9	10,692	-0.04***
10	12,608	-0.03***
11	12,444	-0.01
12	9,594	0.02*

Note. Statistical significance is indicated \* =  $p < .05$ , \*\*\* =  $p < .001$ .

**College and Career Readiness by Twelfth Grade**

The final analysis conducted was a descriptive comparison rather than a statistical model. Students in California can achieve the state’s definition of “college and career readiness” through meeting one of many criteria and at any grade level leading up to twelfth grade.<sup>34</sup> Therefore, it is not appropriate to model one year of progress toward this outcome when it is possible to accomplish the outcome many years in advance of the observed year of participation in ELPs. Instead, WestEd reported a descriptive comparison of twelfth-grade ELP participants who attended at least 60 days of ASSETs programming in the 2022–23 school year alongside matched nonparticipants. The comparison nonparticipants were still matched with ELP participants with similar characteristics of student gender, race/ethnicity, English learner status, socioeconomic status, migrant status, homeless status, special education status, and foster youth status.

As displayed in exhibit 41 below, there was a higher percentage of ELP participants (43.7 percent) that achieved college and career readiness than comparison nonparticipants (39.5 percent) by twelfth grade. The difference in percentage of students achieving readiness between these two groups is statistically significant. While these findings are descriptive and not causal, they suggest that consistent involvement in ELPs could contribute meaningfully to students’ likelihood of achieving college and career readiness.

<sup>34</sup> The full list of criteria is shown in *College/Career Indicator (CCI): Measures of College Readiness*, available at <https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege25.pdf>.

**Exhibit 41. Percentage of Students Meeting College and Career Readiness Requirements for the California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Participants and Comparison Nonparticipants**

Grade Level	Percentage of After School Safety and Enrichment for Teens Participants	Percentage of Comparison Nonparticipants	Difference for Participants
12	43.7%	39.5%	+4.2%***

**Note.** ELP participants and comparison nonparticipants were matched 1:1 using the propensity score matching methods described. Statistical significance is indicated by \*\*\* =  $p < .001$ .

**Discussion**

This report’s findings are meaningful compared to previous biennial reports, particularly considering updates in data analysis methodology and changes in external factors related to ELPs due to the COVID-19 pandemic. This section highlights the outcomes that remained consistent with the 2017 and 2021 Biennial Reports and those that differed. Additionally, this section outlines contextual factors that likely contributed to findings from the 2022–23 school year.

**Consistent Findings**

***School-Day Attendance***

This report’s findings show that participants in the CDE-funded ELPs in 2022–23 attended significantly more school days than their nonparticipating peers. This finding has stayed consistent across analyses, even with methodological updates implemented in each report. The 2021 Biennial Report was the first to use the prior year’s outcomes in the matching process and as a statistical control within analysis models. In this 2025 report, comparison nonparticipant students were restricted to only those attending schools offering ELPs. The magnitude and consistency of findings for attendance gains have remained through these updates.

Previous research on the impact of after school programs on school attendance has shown mixed results. Some studies indicate a positive effect (American Institutes for Research 2012; Vandell 2014), while others have found no significant impact on school attendance (Durlak et al. 2010; Kremer et al. 2015; Zief et al. 2006). The findings in this report suggest that the ELPs may foster school attendance benefits more effectively than programs evaluated in some prior research studies. This may be due to the CDE’s emphasis on attendance as an important outcome of interest. The CDE requires grantees to report school-day attendance as a key outcome measure. The CDE also encourages school engagement and attendance by mandating quality standards to

improve learning, develop learning-related skills, collaborate with schools, and foster positive adult relationships with students.

Higher school-day attendance among ELP participants benefits students and has significant financial implications for schools. When student attendance increases, schools receive more funding. Therefore, the ELP participants' improved attendance led to a notable rise in school funding. Over the last three reports with calculable totals, there was an average estimated potential increase in ADA funding of nearly \$126 million per school year for participating schools.<sup>35</sup> This additional funding resulting from the increased school-day attendance of ELP participants can benefit not only those participants but also nonparticipants. The broader implications of this additional funding for the entire school community are important to consider when making policy decisions related to funding ELPs.

### ***English Language Arts Test Scores and Rates of Discipline Incidents***

Like the results of analyses conducted for previous reports, the 2025 analyses of benefits related to ELA test scores and student discipline incidents yielded inconclusive results. These findings are unsurprising because ELPs do not focus solely on one student outcome. Instead, they provide a wide range of experiences and supports tailored to the needs and interests of the local student populations. While these programs adhere to general structural and quality guidelines, they differ in format across different settings. It is currently impossible to isolate and analyze programs with particular emphases using available data. However, doing so could reveal different findings for programs specifically targeting ELA test scores or student discipline.

Additional external factors may also influence both outcomes. The field continues to investigate how COVID-19 disruptions have affected ELA assessment performance and how test scores in all subjects are recovering over time. Recent research on the impact of COVID-19 on mathematics and reading test scores has yielded mixed results. From 2022 to 2024, the national average on the NAEP mathematics scores saw a modest increase in fourth grade, while there were no significant changes in eighth grade. Conversely, reading scores slightly declined for both grades (NAEP n.d.).

In California, NAEP mathematics and reading scores did not show significant changes between 2022 to 2024 for grades four and eight (NAEP n.d.). An evaluation of state standardized assessment data for grades three through eight indicated that average mathematics scores slightly increased from 2022 to 2024, whereas reading scores decreased (Dewey et al. 2025). These mixed findings may be attributed to the assessments themselves, making specific correlations in the context of this analysis difficult to interpret. However, a more noticeable recovery in mathematics compared to reading thus far has been observed in multiple settings.

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<sup>35</sup> This value represents the average of the previous and current reported annual totals for increased school-day attendance among ELP participants. Specifically, these totals were \$224,036,562 in the 2017 Biennial Report, \$38,264,945 in the 2021 Biennial Report, and \$94,770,943 in the current report.

Regarding student discipline, the analysis findings were promising for certain grade levels (possibly grades seven through ten) but inconsistent within program groupings and often small in calculated magnitudes. The lack of significant findings may be attributed to California's efforts to reduce suspensions and expulsions in various ways. In 2013, the Legislature passed AB 420, which amended California *EC* Section 48900(k) to prohibit suspensions and recommendations for expulsions based on grounds of willful defiance or disruption for students in grades kindergarten through three. This policy was extended in 2019 to include students in grades four through eight through SB 419, and again in 2023 for students in grades nine through twelve through SB 274. The CDE has published guidance on these new discipline laws, including minimizing suspensions for attendance issues, providing support instead of suspension, and using suspension only as a last resort (CDE 2024c). The guidance also offers resources for implementing supportive practices and alternative strategies to suspension.

As a result of these changes, students across the state are much less likely to face discipline in the form of suspension or expulsion than before the passage of AB 420. When comparing statewide rates from the 2012–13 school year, before these policies were implemented, to the 2022–23 school year, expulsion rates remained at just 0.1 percent of the total student population, while the percentage of students suspended at least once dropped from 5.2 percent to 3.6 percent.<sup>36</sup> This reduction decreases the likelihood of finding any difference between ELP participants and nonparticipants because very few students in either group were suspended during this time.

## **New Findings**

The findings presented below were not found in any prior biennial report analysis. Each new finding is detailed below, along with suggested but untestable considerations regarding their emergence. For all new findings, it is important to consider the methodological update used in this report that restricted matching to nonparticipants only in ELP schools. This updated methodology created a more equivalent comparison nonparticipant group than in previous reports and may have contributed to updated findings. It is also important to consider whether continued focus on improving program quality statewide leads to more observable benefits for ELP participants. Unfortunately, that type of analysis is not possible with existing data, but these new findings will be tracked in future biennial reports to understand whether they represent anomalous findings or reveal consistent benefits for ELP participants in the longer term.

## ***Mathematics Test Scores***

The analyses presented in this report indicate that participation in the highest dosage of programming examined (60 days of both after school and before school programming) had a positive impact on participants' 2022–23 Smarter Balanced Mathematics scores. Within this program sample, participating students in three out of five grade levels

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<sup>36</sup> California Department of Education. n.d. DataQuest. <https://dq.cde.ca.gov/dataquest/>. Data retrieved on May 4, 2025.

(fourth, seventh, and eighth) achieved higher Smarter Balanced Mathematics scores compared to nonparticipant students. All three estimates showed medium effects that reached statistical significance. Although tutoring and academic support are not the sole focus of these ELPs, consistent access to peers and adults who can assist ELP participants with mathematics assignments may have contributed to this positive outcome. Additionally, when interpreting these findings, it is important to consider the literature cited earlier that suggests that mathematics versus reading trajectories in the years following the pandemic may have differed slightly.

### ***English Language Proficiency for High School English Learners***

The analyses indicate that participation in ASSETs high school programming during the 2022–23 school year had a positive impact on ELPAC scores for that same year. For English learner students participating in CDE ASSETs programs, the estimated scores for three out of four grade levels (ninth, tenth, and twelfth) were higher than those of nonparticipants, exhibiting medium effects that were statistically significant. Additionally, these findings were observed specifically among high school English learners who are more likely to be designated as long-term English learners compared to younger students. While it is not possible to test in this analysis, it is plausible that the structure of CDE ASSETs programs provides opportunities for both formal and informal use of English, which may enhance language learning for older English learner students.

### ***College and Career Readiness by Twelfth Grade***

The final new finding relates to twelfth-grade ELP participants who are more likely to achieve college and career readiness than comparison nonparticipants. This is a descriptive finding, as the use of statistical models that control for a prior measure of the outcome was not appropriate for this outcome. In addition, college and career readiness data was unavailable for previous analyses. Therefore, this is the first time these findings have been reported. Longitudinal analysis of ELP participation throughout high school is also not possible in this data analysis. However, ELP participants in twelfth grade have likely participated in other high school grades. Repeated exposure to ELPs that promote college and career opportunities may contribute to this benefit for participants.

### **Important Contextual Factors**

As mentioned earlier in the report, California schools gradually transitioned out of operational changes related to COVID-19 as early as the 2021–22 school year. However, several challenges that surfaced during the early years of the pandemic continued to impact students and programs well into the period of analysis for this report, the 2022–23 school year. Residual effects from staffing shortages, academic recovery, chronic absenteeism, and other unmet needs may have impacted the findings from this report. Future versions of these analyses are expected to provide additional context to interpret these findings alongside data from years less affected by lingering pandemic-related factors.

It is also important to note the ELO-P funding across the state totaled \$1.75 billion for after school and summer enrichment programs for transitional kindergarten through sixth grade in FY 2021–22. The annual ELO-P budget increased to \$4 billion in FY 2022–23, was maintained at that level through FY 2024–25 and then increased again to \$4.5 billion in FY 2025–26. Programs using ELO-P funds include OST learning programs aimed at meeting students’ academic, social, emotional, and physical needs and interests. Currently, ELO-P data is unavailable. Therefore, it is not possible to model differences in outcomes for schools that are funded by one or a combination of ELP funding sources. It is possible that some participation benefits identified in this report could be partially attributable to the impact of ELO-P on student outcomes.

## **Opportunity and Achievement Gaps**

The ELPs primarily serve students in schools that enroll high percentages of socioeconomically disadvantaged students and homeless and foster youths. However, programs also consistently serve other marginalized, high-need, or underserved groups, including students of color and English learners. These programs are inclusive, with about one-third (32.9 percent) of the enrolled students in grantee schools participating in ELPs with demographics that mirror the overall student body.

The data from the 2022–23 school year demonstrates that ELPs have effectively prioritized outreach to socioeconomically disadvantaged students and homeless and foster youths. The consistent participation of these groups underscores not only the need but also the success of ELPs in reaching underserved communities. While participation has not yet returned to the pre-pandemic levels seen in 2018–19, ELPs have shown resilience and adaptability. The total number of students participating in ELPs nearly doubled from 2020–21 to 2022–23, reflecting a rebound toward pre-pandemic levels of participation.

Findings related to student outcomes are also essential for understanding closure of achievement gaps. The evidence in this report demonstrates that ELPs positively impact multiple student outcomes, including attendance, mathematics test scores, and English language proficiency and possibly lead to higher college and career readiness. Promising but inconclusive results were also found for student discipline outcomes. Altogether, these outcomes represent a wide swath of aspects of students’ experience that is enhanced by ELP participation.

ELPs continue to play an important role in closing the state’s interrelated opportunity gaps and achievement gaps. ELPs contribute directly by providing academic support and indirectly by providing a wide variety of enrichment activities and services designed to serve the developmental needs of the whole child. As the report highlights, continued investment is vital to help maintain and expand access, improve student outcomes in attendance and academics, and support the emotional well-being of students. These investments can ensure that ELPs reach students in need and maintain momentum in diminishing educational disparities statewide.

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## Appendix A. Methodology

To examine the effects of ELP participation on student outcomes, WestEd used a quasi-experimental design that compared 2022–23 outcomes for students who participated in the ELPs and those who did not. The outcomes in this analysis included school-day attendance, mathematics and ELA test scores, ELPAC test scores, and discipline incidents. WestEd also conducted a descriptive analysis that compared college and career readiness for students who participated in ELPs and those who did not. The following section describes the processes WestEd utilized to merge data from multiple sources, clean data, identify students eligible for inclusion in the participant and comparison nonparticipant groups, match participant and comparison nonparticipant students, and analyze outcome data.

### File and Group Construction

The CDE provided multiple datasets used for this analysis. First, the CDE EXLD collects program participation and school-day attendance data from all grantees. WestEd used the 2022–23 data from EXLD ASES and 21st CCLC datasets to measure participation in ELP components (that is, before school, after school, and summer/supplemental). A separate dataset included 2022–23 data for participation in high school ASSETs programming. WestEd also used additional data from CALPADS. The CALPADS demographics dataset was used to capture 2022–23 demographic variables such as student race/ethnicity, gender, English learner status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status. The CALPADS dataset also includes data for 2022–23 school enrollment. In addition, the CDE provided access to the following outcome data files from the 2021–22 and 2022–23 school years:

- School-day attendance
- CAASPP Smarter Balanced assessments in mathematics and ELA
- California summative ELPAC results for English learner students
- Student discipline incidents of suspension and expulsion
- CCI, including college preparatory A–G course participation

To prepare the data for analysis, WestEd conducted extensive data cleaning. WestEd reviewed each individual dataset to identify cases with missing, invalid, or unusable data and/or duplicate student identifier values (see exhibit A1 below). Multiple entries and duplicate student records were evident in several datasets. To determine which single student record to retain, WestEd applied decision rules based on the nuances of each dataset. For the ASES/21st CCLC and ASSETs program participation data, multiple entries for a single student were examined, and the case with the highest number of days of program participation was retained. For duplicate cases in the student demographics file, a unique case was randomly selected from each duplicate for inclusion in the final dataset. For the CCI data, the total number of unique A–G courses for each student were summed across each year, as multiple entries and

duplicates were due to participation in more than one course. Similarly, multiple entries for student attendance were summed across a school year because they included records from each school attended. To prepare the discipline data for analysis, the number of discipline incidents across discipline categories each year was recoded to indicate the presence or absence of a discipline incident during the year.

**Exhibit A1. Removal of Multiple Entries and Duplicate Cases from the 2022–23 Datasets**

<b>Dataset</b>	<b>Number of Cases</b>	<b>Unique Student IDs</b>	<b>Multiple Entries and Duplicate Cases Removed or Aggregated</b>	<b>% of Unique Student IDs Matched with Demographics</b>
<b>College and Career Readiness, A–G Courses</b>	35,575,862	2,635,955	32,939,907	99.9%
<b>College and Career Indicator</b>	531,051	531,051	0	91.4%
<b>Discipline Incidents</b>	1,207,797	434,645	773,152	100.0%
<b>English Language Proficiency Assessment</b>	746,544	746,544	0	99.9%
<b>Expanded Learning Program Participation, K–8</b>	634,192	592,579	41,613	99.5%
<b>Expanded Learning Program Participation, High School</b>	185,164	176,654	8,510	99.4%
<b>School-Day Attendance</b>	6,407,976	6,005,525	402,451	100.0%
<b>Smarter Balanced English Language Arts Assessment</b>	2,976,675	2,976,675	0	99.9%

Dataset	Number of Cases	Unique Student IDs	Multiple Entries and Duplicate Cases Removed or Aggregated	% of Unique Student IDs Matched with Demographics
<b>Smarter Balanced Mathematics Assessment</b>	2,985,482	2,985,482	0	99.9%
<b>Student Demographics</b>	6,707,277	6,020,011	687,266	N/A

After removing multiple entries and duplicate cases from each individual data file, WestEd merged the ASES/21st CCLC and ASSETs program participation and outcome data with demographic data from CALPADS. Cases with unmergeable data for demographics were removed because demographic data was required for eventual matching and analysis. This process yielded an ASES and 21st CCLC 2022–23 program participation analysis dataset with 587,919 valid cases (99.5 percent of unduplicated cases in the original files) and an ASSETs program participation analysis dataset with 175,550 valid cases (99.4 percent of unduplicated cases in the original files).<sup>38</sup> Demographic match percentages for outcome data ranged from 91.4 percent to 100 percent. The only match rate below 99 percent was for CCI data, which is common due to students completing CCI requirements after their twelfth-grade school year (for example, summer school or an additional year of high school).

After developing two datasets with all potential ELP participants, WestEd used ASES/21st CCLC and ASSETs program participation data to identify students eligible for participation in the participant and comparison nonparticipant groups. WestEd established criteria to allow for a comparison of ELP participants with meaningful levels of participation compared to those with no exposure to the ELPs in the same grantee schools based on days of participation in each type of ELPs—the before school ELP group, the after school ELP group, the combined before and after school group, the summer/supplemental group, and the high school group. The following criteria were used to identify mutually exclusive participant groups:

1. Before School Program Participant Group:
  - Students participated in at least 60 days of before school ASES/21st CCLC programming in 2022–23.
  - Students did not participate in at least 60 days of after school programming in 2022–23.
  - Number of participants: 3,038.

<sup>38</sup> This dataset was used for the calculation of student-level demographic comparisons in the propensity score matching analysis.

2. After School Program Participant Group:
  - Students participated in at least 60 days of after school ASES/21st CCLC programming in 2022–23.
  - Students did not participate in at least 60 days of before school programming in 2022–23.
  - Number of participants: 360,257.
3. Before School and After School Program Participant Group:
  - Students participated in at least 60 days of before school and after school ASES/21st CCLC programming in 2022–23.
  - Number of participants: 10,202.
4. Summer/Supplemental Program Participant Group:
  - Students participated in at least one day<sup>39</sup> of summer/supplemental ASES/21st CCLC programming in 2022–23.
  - Students did not participate in any other programming in 2022–23.
  - Number of participants: 41,350.
5. High School After School Safety and Enrichment for Teens Program Participant Group:
  - Students participated in at least 60 days of ASSETs programming in 2022–23.
  - Number of participants: 23,145.

The same pool of potential comparison nonparticipants was utilized for all five of the participant groups and included students attending schools offering ELPs but not participating in any type of the ELPs during the 2022–23 academic year ( $n = 1,667,177$ ). Students who participated in at least one day of any type of programming but fewer than 60 days of before school or after school programming were excluded from both the participant and potential comparison nonparticipant group pool for the before school and after school analyses. WestEd used the same strategy for the high school analyses. For the summer/supplemental analyses, students were included in the comparison nonparticipant pool if they attended zero days of any type of ELPs. Students were included in the participant group if they attended at least one day of summer/supplemental programming.

To allow for an analysis of program impact on student outcomes and to conduct matching by grade level, the master dataset was disaggregated into grade level–specific files based on grade level in 2022–23. WestEd examined the outcome variables of interest during the 2022–23 academic year and their necessary statistical controls. In addition, WestEd examined the same outcome during the 2021–22 academic year to determine the extent of missing outcome data and exclude cases without outcomes in both years. This exclusion process resulted in the final pool of potential before school,

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<sup>39</sup> The one-day cutoff was chosen because summer/supplemental programming is limited, and participation rates are lower than participation rates for other types of ASES/21st CCLC programming.

after school, summer/supplemental, and high school participant and comparison nonparticipant cases at each grade level. The final number of cases utilized in grade level analyses for each outcome are reported in exhibits 18–40 in the body of this report.

### **Propensity Score Matching**

To compare school-day attendance for the ELP participants and nonparticipants in this analysis, WestEd used a propensity score matching procedure to select the comparison nonparticipant groups of students for the identified 2022–23 ELP participants (Guo and Fraser 2010). Propensity score matching is an analytic technique that matches each ELP participant with a comparison nonparticipant who has similar characteristics (that is, the observable characteristics used in the matching process). The goal of the matching technique was to match an individual comparison nonparticipant who was comparable to each individual ELP participant to calculate unbiased estimates of the program effects. The fundamental assumption for the validity of the matching process is that the participant and comparison nonparticipant groups are balanced with respect to all the characteristics relevant to the outcome variables of interest.

The propensity score matching was conducted using a logistic regression model with key 2021–22 and 2022–23 predictors to calculate each student’s propensity (on a scale of 0 to 1) to be a participant in the ELPs. Each propensity score matching analysis included the previous performance on the outcome of interest from the 2021–22 academic year and the following demographic variables from the 2022–23 academic year: race/ethnicity identification, gender, English learner status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status. New to this report, WestEd restricted matches of comparison nonparticipants to only schools that offer ELPs, ensuring that unmeasurable variables related to school context are as consistent as possible for ELP participants and comparison nonparticipants.

Each of the ELP participants were then matched with a nonparticipant who had the closest propensity score (that is, nearest neighbor matching without replacement). Propensity score matching formed comparison nonparticipant groups for the ELP students who had similar distributions on all the observed variables utilized in the logistic regression model. In other words, the propensity score matching technique formed groups of students who would have likely had similar outcomes to the ELP participants if they had not participated in the ELPs. In this study, the propensity score matching was conducted using the `psmatch2` command in Stata Version 18.5. The propensity score matching process was conducted a total of 156 times to identify matched samples for every combination of grade, ELP programming type (that is, before school, after school, before and after school, summer/supplemental, and high school) and outcome analyzed for all eligible grade levels. Given the criteria for inclusion in the potential participant and comparison nonparticipant groups, all cases had complete data for all matching variables.

WestEd evaluated the quality of these matches by examining the effect size difference for the prior year's mean outcome in both groups for each analysis sample. According to What Works Clearinghouse (WWC 2022) standards, studies that "meet WWC standards with reservations," which is the highest possible rating for a propensity score matching design, must assess baseline equivalence. For these studies, the effect size of the difference in means is calculated using Hedges' *g* for continuous variables and the Cox Index for categorical variables. Groups must demonstrate an effect size no greater than +/- 0.25 standard deviations on the prior outcome to be considered equivalent with adjustment during statistical analysis. If baseline equivalence is demonstrated on the prior outcome, baseline equivalence is met regardless of effect size differences on any other demographics. Appendix D reports the effect sizes of between-group differences in prior outcome after matching. Aggregated summaries of differences in group means for all grade levels in a program are also reported in appendix D.

The matched sample for twelfth-grade students on the CCI outcome was not evaluated for baseline equivalence because no prior outcome was used in the matching process. In the remaining 155 samples, nearly all yielded a high-quality match. Most effect sizes for difference in prior outcome equaled or were near zero. Only 1 out of these 155 analysis samples was unable to meet WWC baseline equivalence standards—the sample for kindergarten English learner students in the before school program for the discipline outcome. Since the participant and comparison nonparticipant groups in this analysis were not equivalent at baseline, the estimate for this difference should not be considered quasi-experimental.

## **Data Analysis**

Because the ELP participants and nonparticipants were nested in different schools across the state, WestEd first explored the level of dependency in the data based on school membership. To do so, WestEd constructed a one-way random-effects ANOVA model, specifically, a fully unconditional, two-level HLM (Raudenbush and Bryk 2002). This model predicted each outcome for each grade and ELP type to determine the amount of dependence within the analysis samples due to clustering of students in schools. The intraclass correlation coefficient (ICC) was calculated based on the estimates of this model to assess the proportion of the variance in the outcome that was between the level 2 units (that is, schools). This is a vital step, as using ANOVA (as opposed to HLM) with data that has an ICC greater than 0.05 can result in inflated Type I error rates when examining the impact of a program (Tabachnick and Fidell 2007). ICC values range from 0 to 1, with values further from 0 considered higher values of an ICC. Prior research with mathematics and reading achievement test scores has shown that ICCs ranging from 0.15 to 0.25 are common across national datasets (Hedges and Hedberg 2007).

The analyses revealed that ICCs were generally in the nontrivial range (Tabachnick and Fidell 2007) across most of the ELP types and grade levels. Across grade level and outcome samples for ELP program groups, ICCs ranged from 0.00 to 1.00, with 29 of 154 samples reporting an ICC higher than 0.15 (see exhibit A2). Additionally, the model for one student discipline sample was unable to converge, and therefore an ICC was

not calculated. Most of the highest ICC values, including all that reached 1.00, were within student discipline outcome samples that tended to have very little variation in the percentage of students receiving discipline incidents within either group of students.

### Exhibit A2. Statistics on the Intraclass Correlation Coefficients of the Analysis Samples, by Program Type

Program Type	Total Analysis Samples	ICC Minimum	ICC Maximum	Number of Analysis Samples with ICCs above 0.15
Before school	32	0.00	1.00	10
After school	37	0.00	0.15	0
Before and after school	36	0.00	1.00	12
Summer/Supplemental	37	0.00	0.18	3
ASSETs	12	0.03	0.35	4

**Note.** ICC = intraclass correlation coefficient; ASSETs = After School Safety and Enrichment for Teens.

Given the size of the ICCs, WestEd used a random-intercept HLM model to compare the group means for all analyses (Raudenbush and Bryk 2002). HLM is an analytic technique that is like regression but accounts for the fact that students who are nested in a higher unit—such as an individual classroom, a school, or a district—are generally more similar to one another than to students outside of their classroom, school, or district. The analysis leads to more accurate and unbiased estimates because the model appropriately addresses the nested data structure. After examining all the ICCs, WestEd conducted a total of 155 HLM analyses to examine differences for every combination of grade, ELP type, and outcome possible. For the college and career readiness outcome, as described earlier, WestEd conducted a post-test-only analysis that compared the CCI outcome using descriptive statistics. The post-test-only analysis was less rigorous than the HLM analysis described below because it did not include a prior measure of the outcome and demographic variables as covariates.

Within the HLM analysis, WestEd used performance on the outcome of interest from the 2021–22 academic year and the following demographic variables from the 2022–23 academic year as covariates to control for race/ethnicity, gender, English learner status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status. The dichotomous variable representing ELP participation in the 2022–23 academic year was entered into the models after the covariates to allow

for testing of the ELP impacts in 2022–23. WestEd used the following HLM model for all analyses:

$$Y_{ij} = \beta_{0j} + \beta_{1j}Group_{ij} + \beta_{2j}Prior\ Outcome_{ij} + \beta_{xj}X_{ij} + \varepsilon_{ij}$$

where  $Y_{ij}$  is the outcome during the 2022–23 academic year for student  $i$  in school  $j$ ,  $\beta_{0j}$  is the mean outcome in school  $j$  after accounting for the covariates,  $\beta_1$  is the program effect with Group as the dichotomous variable representing the group membership (0 = comparison nonparticipant; 1 = ELP participant),  $\beta_2$  is the regression coefficient for the outcome for student  $i$  reported in the previous year,  $\beta_x$  is a vector of the regression coefficients for the vector of demographic covariate variables,  $X_{ij}$  is a vector of demographic covariates for student  $i$  in school  $j$ , and  $\varepsilon_{ij}$  is the random residual error for student  $i$  in school  $j$ .

Continuous outcomes (that is, attendance, mathematics and ELA scores, and ELPAC scores) were modeled using standardized outcome values to produce effect size estimates, while the only dichotomous outcome (that is, receiving a discipline incident during the year) was estimated as a linear probability model (Gomila 2021). A linear probability model employs a linear HLM to analyze a dichotomous outcome and produces more interpretable results compared to a logistic HLM. The final outcome, college and career readiness, was not analyzed using HLM modeling. This comparison is presented descriptively in the report.

## Data Analysis Considerations

There are several points that should be considered when interpreting the results of the analyses presented within this report. The propensity score matching research design detailed above does not allow for strong causal attribution of programmatic effects (Murnane and Willett 2011), but rather is quasi-experimental in nature, allowing for stronger confidence in the integrity of the results than a simple correlational research design. However, there are many threats to the internal validity of the quasi-experimental design (that is, that ELP participation causes improved outcomes). For example, students who opt in to ELP programs may be different in unmeasured ways (for example, higher engagement in school) than the comparison nonparticipant students. These unmeasured differences could be producing some or all of the observed impacts. Given the nature of the programming analyzed and the secondary nature of the data analyzed, it was not possible to perform an experimental research design that yields strong causal inferences.

Additionally, due to data limitations, the activities and program focus of individual ELPs was unknown. For this reason, it was not possible to link student outcomes to programming at individual sites that more explicitly aligned with a specific outcome. Within these analyses, programming was considered to be “focus agnostic” and equally likely to contribute to any kind of student outcome. However, with access to data on program focus, future data analyses could be modified to better match student outcomes to program participation at sites that specifically target the outcome of interest.

## **Appendix B. Geographic Analysis of the California Department of Education Expanded Learning Programs Funded in 2022–23**

### **Method**

WestEd used three files and Tableau Desktop software to create all maps in this report. WestEd used cleaned participation files for ASES/21st CCLC, and ASSETs programming, detailed in appendix A, to identify schools offering program types and number of ELP participants within program types at each site. This list of schools was then merged with the California Public Schools and Districts file, a dataset known as the “pubschls.xlsx” file, which is publicly available and maintained by the CDE. This file contains latitudinal and longitudinal coordinates for all schools in California.<sup>40</sup>

This process resulted in 4,246 matched schools that contained longitudinal and latitudinal coordinates and 14 unmatched cases that were present in the appended program file but not in the “pubschls.xlsx” file. Data from unmatched schools in this data merge are still present in participation totals in other report summaries; however, they were not possible to match with map locations, county summaries, or geographic region and locale summaries. WestEd then geocoded matched schools onto a base map of the 58 California counties using the longitudinal and latitudinal coordinates.

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<sup>40</sup> Available from <https://www.cde.ca.gov/ds/si/ds/pubschls.asp>

## Appendix C. Baseline Comparisons for Students within California Department of Education-Funded Expanded Learning Program Grantees

**Exhibit C1. Student-Level Demographic Comparisons for the California Department of Education’s Expanded Learning Program Participants and Their Comparison Nonparticipant Peers in California Department of Education-Funded Schools**

Demographic Characteristic	Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
African American	0.05	0.07	0.02	0.22
American Indian/Alaska Native	0.00	0.00	0.00	0.00
Asian	0.06	0.05	-0.01	-0.12
Filipino	0.02	0.01	-0.01	-0.43
Hispanic/Latino	0.73	0.72	-0.01	-0.03
Pacific Islander	0.00	0.00	0.00	0.00
Two or more races	0.02	0.03	0.01	0.25
White	0.10	0.09	-0.01	-0.07
No reported race/ethnicity	0.01	0.01	0.00	0.00

Demographic Characteristic	Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Female	0.48	0.49	0.01	0.02
Male	0.52	0.51	-0.01	-0.02
No reported gender	0.00	0.00	0.00	0.00
English learners	0.32	0.29	-0.03	-0.09
Foster youths	0.01	0.01	0.00	0.00
Homeless students	0.05	0.05	0.00	0.00
Migrant students	0.01	0.02	0.01	0.43
Socioeconomically disadvantaged	0.81	0.82	0.01	0.04
Students with disabilities	0.15	0.14	-0.01	-0.05

**Note.**  $n = 1,667,177$  for the comparison nonparticipants and  $n = 763,469$  for the program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as the Cox Index.

## Appendix D. Baseline Comparisons for the Quasi-Experimental Study

**Exhibit D1. Attendance Rate Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade K</b>	69	0.87	0.14	69	0.87	0.15	0.00	0.02
<b>Grade 1</b>	304	0.88	0.14	304	0.88	0.15	0.00	0.00
<b>Grade 2</b>	301	0.88	0.16	301	0.88	0.16	0.00	-0.01
<b>Grade 3</b>	295	0.90	0.13	295	0.90	0.13	0.00	0.01
<b>Grade 4</b>	343	0.91	0.09	343	0.91	0.09	0.00	-0.01
<b>Grade 5</b>	345	0.90	0.15	345	0.90	0.14	0.00	0.03
<b>Grade 6</b>	394	0.91	0.11	394	0.92	0.10	0.00	0.03

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	283	0.90	0.14	283	0.91	0.13	0.01	0.04
Grade 8	296	0.92	0.12	296	0.91	0.12	0.00	0.00

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D2. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the School-Day Attendance Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.06	0.06	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.04	0.05	0.01
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.69	0.69	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.04	0.04	0.00
<b>White</b>	0.13	0.13	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.48	0.48	0.00
<b>Male</b>	0.52	0.52	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.28	0.28	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.05	0.05	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.77	0.78	0.00
Students with disabilities	0.16	0.16	0.00

**Note.**  $n = 2,630$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D3. Attendance Rate Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade K</b>	8,202	0.88	0.12	8,202	0.88	0.12	0.00	0.00
<b>Grade 1</b>	41,926	0.89	0.10	41,926	0.89	0.11	0.00	-0.01
<b>Grade 2</b>	48,396	0.90	0.10	48,396	0.90	0.11	0.00	-0.01
<b>Grade 3</b>	51,113	0.90	0.11	51,113	0.90	0.11	0.00	0.00
<b>Grade 4</b>	50,895	0.91	0.10	50,895	0.91	0.10	0.00	0.00
<b>Grade 5</b>	50,895	0.91	0.10	50,895	0.91	0.10	0.00	0.00
<b>Grade 6</b>	36,026	0.91	0.11	36,026	0.91	0.11	0.00	0.00

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	25,012	0.92	0.11	25,012	0.92	0.12	0.00	-0.01
Grade 8	19,141	0.92	0.11	19,141	0.92	0.11	0.00	0.00

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D4. Student Demographic Baseline Comparisons Between California Department of Education's Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the School-Day Attendance Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.08	0.08	0.00
American Indian or Alaska Native	0.00	0.00	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.72	0.72	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.03	0.03	0.00
<b>White</b>	0.09	0.09	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.51	0.51	0.00
<b>Male</b>	0.49	0.49	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.31	0.31	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.05	0.05	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Migrant students	0.02	0.02	0.00
Socioeconomically disadvantaged	0.82	0.82	0.00
Students with disabilities	0.14	0.14	0.00

**Note.** *n* = 327,373 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D5. Attendance Rate Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

<b>Analysis Sample</b>	<b>Comparison Non-participants <i>n</i></b>	<b>Comparison Non-participants <i>M</i></b>	<b>Comparison Non-participants <i>SD</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>n</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>SD</i></b>	<b>Difference in <i>M</i></b>	<b>Effect Size</b>
<b>Grade K</b>	233	0.87	0.12	233	0.87	0.13	0.01	0.06
<b>Grade 1</b>	1,156	0.90	0.10	1,156	0.90	0.11	0.00	-0.02
<b>Grade 2</b>	1,319	0.91	0.09	1,319	0.91	0.09	0.00	-0.03
<b>Grade 3</b>	1,407	0.90	0.10	1,407	0.91	0.09	0.00	0.02
<b>Grade 4</b>	1,424	0.91	0.09	1,424	0.91	0.09	0.00	0.01
<b>Grade 5</b>	1,372	0.92	0.09	1,372	0.92	0.09	0.00	0.00
<b>Grade 6</b>	1,140	0.92	0.09	1,140	0.92	0.09	0.00	0.01

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	736	0.93	0.09	736	0.93	0.10	0.00	0.00
Grade 8	513	0.92	0.10	513	0.92	0.10	0.00	-0.02

*Note.* *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D6. Student Demographic Baseline Comparisons Between California Department of Education's Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the School-Day Attendance Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.09	0.09	0.00
American Indian or Alaska Native	0.00	0.00	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Asian</b>	0.02	0.02	0.00
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.72	0.72	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.05	0.05	0.00
<b>White</b>	0.10	0.09	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.50	0.50	0.00
<b>Male</b>	0.50	0.50	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.30	0.31	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.06	0.07	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.78	0.78	0.00
Students with disabilities	0.17	0.18	0.00

**Note.**  $n = 9,300$  for both the comparison nonparticipants and program participants.  $M$  = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D7. Attendance Rate Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade K</b>	1,481	0.88	0.12	1,481	0.87	0.13	0.00	-0.04
<b>Grade 1</b>	5,837	0.88	0.13	5,837	0.88	0.13	0.00	-0.02
<b>Grade 2</b>	5,937	0.89	0.13	5,937	0.89	0.13	0.00	-0.01
<b>Grade 3</b>	5,277	0.90	0.12	5,277	0.90	0.12	0.00	-0.01
<b>Grade 4</b>	4,663	0.90	0.13	4,663	0.90	0.13	0.00	0.00
<b>Grade 5</b>	4,071	0.91	0.13	4,071	0.91	0.13	0.00	-0.01
<b>Grade 6</b>	2,968	0.91	0.12	2,968	0.91	0.13	0.00	-0.01

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	2,759	0.91	0.12	2,759	0.91	0.13	0.00	-0.02
Grade 8	1,323	0.91	0.12	1,323	0.91	0.13	0.00	-0.02

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D8. Student Demographic Baseline Comparisons Between California Department of Education's Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the School-Day Attendance Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.07	0.07	0.00
American Indian or Alaska Native	0.00	0.00	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.71	0.71	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.03	0.03	0.00
<b>White</b>	0.10	0.10	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.48	0.48	0.00
<b>Male</b>	0.52	0.52	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.36	0.36	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.05	0.05	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Migrant students	0.02	0.02	0.00
Socioeconomically disadvantaged	0.82	0.82	0.00
Students with disabilities	0.19	0.20	0.00

**Note.** *n* = 34,316 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D9. Attendance Rate Baseline Comparisons Between California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 9	5,346	0.91	0.13	5,346	0.91	0.14	0.00	0.00
Grade 10	6,304	0.92	0.14	6,304	0.92	0.14	0.00	0.01
Grade 11	6,222	0.90	0.15	6,222	0.90	0.16	0.00	0.00
Grade 12	4,797	0.89	0.17	4,797	0.89	0.17	0.00	0.02

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D10. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the School-Day Attendance Analyses**

<b>Demographic Characteristics</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.09	0.09	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.08	0.08	0.00
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.71	0.71	0.00
<b>Pacific Islander</b>	0.01	0.01	0.00
<b>Two or more races</b>	0.02	0.02	0.00
<b>White</b>	0.06	0.06	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.42	0.42	0.00
<b>Male</b>	0.58	0.58	0.00

Demographic Characteristics	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.17	0.17	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.05	0.05	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.80	0.80	0.00
Students with disabilities	0.15	0.15	0.00

**Note.** *n* = 22,669 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were nine through twelve.

**Exhibit D11. Smarter Balanced Mathematics Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 4	330	2,387.03	86.54	330	2,384.75	86.93	-2.29	-0.03
Grade 5	322	2,445.03	86.78	322	2,443.18	85.98	-1.85	-0.02
Grade 6	382	2,448.45	94.01	382	2,450.91	93.36	2.46	0.03
Grade 7	269	2,466.37	105.12	269	2,469.49	109.77	3.12	0.03
Grade 8	283	2,486.04	114.98	283	2,485.28	115.92	-0.76	-0.01

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D12. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced Mathematics Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.05	0.06	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.02	0.00
<b>Hispanic or Latino</b>	0.70	0.70	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.04	0.03	0.00
<b>White</b>	0.12	0.12	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.46	0.46	0.00
<b>Male</b>	0.54	0.54	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.27	0.28	0.01
Foster youths	0.01	0.01	0.00
Homeless students	0.04	0.05	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.76	0.77	0.01
Students with disabilities	0.16	0.17	0.01

**Note.**  $n = 1,586$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D13. Smarter Balanced Mathematics Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade 4</b>	49,774	2,391.27	85.24	49,774	2,391.65	84.94	0.38	0.00
<b>Grade 5</b>	45,744	2,427.12	83.65	45,744	2,427.50	84.09	0.38	0.00
<b>Grade 6</b>	35,220	2,449.18	91.85	35,220	2,449.75	91.55	0.57	0.01
<b>Grade 7</b>	24,305	2,471.04	103.74	24,305	2,470.99	103.36	-0.05	0.00
<b>Grade 8</b>	18,621	2,484.39	109.08	18,621	2,483.40	108.87	-0.99	-0.01

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D14. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced Mathematics Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.08	0.08	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.73	0.72	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.02	0.03	0.00
<b>White</b>	0.08	0.08	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.51	0.51	0.00
<b>Male</b>	0.49	0.49	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.29	0.29	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.05	0.05	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.83	0.83	0.00
Students with disabilities	0.14	0.14	0.01

**Note.**  $n = 173,664$  for both the comparison nonparticipants and program participants.  $M$  = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D15. Smarter Balanced Mathematics Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade 4</b>	1,379	2,392.06	83.14	1,379	2,393.26	83.89	1.20	0.01
<b>Grade 5</b>	1,338	2,431.10	80.93	1,338	2,431.27	80.39	0.17	0.00
<b>Grade 6</b>	1,110	2,447.41	94.32	1,110	2,447.78	93.53	0.37	0.00
<b>Grade 7</b>	720	2,481.63	100.92	720	2,478.73	100.59	-2.89	-0.03
<b>Grade 8</b>	500	2,471.95	100.84	500	2,472.65	100.40	0.70	0.01

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D16. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced Mathematics Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.09	0.09	0.00
<b>American Indian or Alaska Native</b>	0.00	0.01	0.00
<b>Asian</b>	0.02	0.02	0.00
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.72	0.72	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.05	0.04	0.00
<b>White</b>	0.09	0.09	0.00
<b>No reported race/ethnicity</b>	0.00	0.01	0.01
<b>Female</b>	0.51	0.50	0.00
<b>Male</b>	0.49	0.50	0.01

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.29	0.29	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.06	0.06	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.78	0.78	0.00
Students with disabilities	0.18	0.18	0.01

**Note.**  $n = 5,047$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D17. Smarter Balanced Mathematics Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade 4</b>	4,454	2,389.70	88.23	4,454	2,389.46	88.67	-0.24	0.00
<b>Grade 5</b>	3,891	2,427.75	89.13	3,891	2,428.07	89.65	0.31	0.00
<b>Grade 6</b>	2,822	2,443.60	96.92	2,822	2,443.58	96.92	-0.02	0.00
<b>Grade 7</b>	2,620	2,464.41	107.52	2,620	2,463.06	107.99	-1.35	-0.01
<b>Grade 8</b>	1,192	2,468.52	112.61	1,192	2,468.58	112.80	0.06	0.00

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D18. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced Mathematics Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.07	0.07	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.74	0.73	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.01	0.01	0.00
<b>White</b>	0.08	0.08	0.00
<b>No reported race/ethnicity</b>	0.03	0.03	0.00
<b>Female</b>	0.49	0.49	0.00
<b>Male</b>	0.51	0.51	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.35	0.34	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.05	0.05	0.00
Migrant students	0.02	0.02	0.00
Socioeconomically disadvantaged	0.84	0.83	0.00
Students with disabilities	0.17	0.18	0.01

**Note.**  $n = 14,979$  for both the comparison nonparticipants and program participants.  $M$  = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D19. Smarter Balanced English Language Arts Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 4	328	2,370.27	98.04	328	2,370.47	96.77	0.20	0.00
Grade 5	321	2,433.52	94.57	321	2,435.23	95.03	1.71	0.02
Grade 6	379	2,473.36	104.83	379	2,470.23	105.90	-3.13	-0.03
Grade 7	266	2,485.43	93.60	266	2,492.80	97.21	7.37	0.08
Grade 8	285	2,526.26	109.27	285	2,520.13	111.09	-6.13	-0.06

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D20. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced English Language Arts Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.05	0.06	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.02	0.00
<b>Hispanic or Latino</b>	0.71	0.70	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.03	0.03	0.00
<b>White</b>	0.12	0.12	0.00
<b>No reported race/ethnicity</b>	0.02	0.01	-0.01
<b>Female</b>	0.46	0.46	0.00
<b>Male</b>	0.54	0.54	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.27	0.27	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.04	0.05	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.77	0.77	-0.01
Students with disabilities	0.16	0.17	0.01

**Note.**  $n = 1,579$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D21. Smarter Balanced English Language Arts Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade 4</b>	49,549	2,377.34	94.08	49,549	2,378.03	94.26	0.69	0.01
<b>Grade 5</b>	45,555	2,423.56	96.11	45,555	2,424.08	95.44	0.53	0.01
<b>Grade 6</b>	35,175	2,462.42	98.84	35,175	2,462.86	98.83	0.44	0.00
<b>Grade 7</b>	24,252	2,487.71	97.82	24,252	2,488.43	97.81	0.72	0.01
<b>Grade 8</b>	18,588	2,518.85	106.10	18,588	2,517.99	106.24	-0.86	-0.01

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D22. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced English Language Arts Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.08	0.08	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.73	0.72	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.02	0.03	0.00
<b>White</b>	0.08	0.08	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.51	0.51	0.00
<b>Male</b>	0.49	0.49	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.29	0.29	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.05	0.05	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.83	0.83	0.00
Students with disabilities	0.14	0.14	0.01

**Note.**  $n = 179,119$  for both the comparison nonparticipants and program participants.  $M$  = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D23. Smarter Balanced English Language Arts Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 4	1,374	2,381.66	87.10	1,374	2,382.46	88.18	0.79	0.01
Grade 5	1,328	2,425.72	91.27	1,328	2,426.14	92.12	0.42	0.00
Grade 6	1,102	2,464.03	97.91	1,102	2,464.31	98.02	0.28	0.00
Grade 7	721	2,499.10	97.04	721	2,496.81	96.13	-2.28	-0.02
Grade 8	495	2,509.35	105.55	495	2,514.78	105.59	5.43	0.05

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D24. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced English Language Arts Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.09	0.09	0.00
<b>American Indian or Alaska Native</b>	0.00	0.01	0.00
<b>Asian</b>	0.02	0.02	0.00
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.72	0.72	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.04	0.04	0.00
<b>White</b>	0.09	0.09	0.00
<b>No reported race/ethnicity</b>	0.00	0.01	0.00
<b>Female</b>	0.50	0.50	0.00
<b>Male</b>	0.50	0.50	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.28	0.28	0.00
Foster youths	0.00	0.01	0.00
Homeless students	0.06	0.06	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.78	0.78	0.00
Students with disabilities	0.18	0.19	0.00

**Note.**  $n = 5,020$  for both the comparison nonparticipants and program participants.  $M$  = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D25. Smarter Balanced English Language Arts Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 4	4,420	2,375.55	96.48	4,420	2,376.36	96.59	0.82	0.01
Grade 5	3,866	2,419.85	100.51	3,866	2,421.68	101.07	1.83	0.02
Grade 6	2,820	2,454.68	102.55	2,820	2,455.23	103.62	0.55	0.01
Grade 7	2,594	2,486.03	100.26	2,594	2,486.16	100.61	0.14	0.00
Grade 8	1,190	2,511.13	111.31	1,190	2,509.33	112.37	-1.79	-0.02

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D26. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Smarter Balanced English Language Arts Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.07	0.07	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.06	0.06	0.00
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.74	0.73	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.02	0.03	0.00
<b>White</b>	0.08	0.08	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.49	0.49	0.00
<b>Male</b>	0.51	0.51	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.34	0.34	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.05	0.05	0.00
Migrant students	0.02	0.02	0.00
Socioeconomically disadvantaged	0.84	0.83	0.00
Students with disabilities	0.17	0.18	0.01

**Note.** *n* = 14,890 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D27. English Language Proficiency Assessments for California Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade 1</b>	8	1,422.00	37.37	8	1,422.13	51.54	0.13	0.00
<b>Grade 2</b>	12	1,423.42	36.78	12	1,423.42	36.87	0.00	0.00
<b>Grade 3</b>	9	1,406.22	90.76	9	1,416.11	79.75	9.89	0.11
<b>Grade 4</b>	72	1,475.17	35.57	72	1,471.04	42.83	-4.13	-0.10
<b>Grade 5</b>	72	1,504.28	30.08	72	1,505.25	36.00	0.97	0.03
<b>Grade 6</b>	72	1,500.94	45.07	72	1,501.79	45.48	0.85	0.02

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	44	1,516.09	44.04	44	1,515.23	44.98	-0.86	-0.02
Grade 8	38	1,505.82	38.43	38	1,504.24	38.63	-1.58	-0.04

**Note.** Samples for grade levels kindergarten through grade three were not analyzed because the sample sizes were too small to report findings. *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D28. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the English Language Proficiency Assessments for California Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.00	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.05	0.06	0.00
<b>Filipino</b>	0.00	0.01	0.01
<b>Hispanic or Latino</b>	0.87	0.86	-0.01
<b>Pacific Islander</b>	0.01	0.00	0.00
<b>Two or more races</b>	0.00	0.00	0.00
<b>White</b>	0.04	0.04	0.00
<b>No reported race/ethnicity</b>	0.02	0.02	0.00
<b>Female</b>	0.44	0.43	-0.01
<b>Male</b>	0.56	0.57	0.01

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	1.00	1.00	0.00
Foster youths	0.03	0.02	-0.01
Homeless students	0.08	0.08	0.00
Migrant students	0.03	0.03	0.00
Socioeconomically disadvantaged	0.91	0.91	-0.01
Students with disabilities	0.22	0.23	0.01

**Note.** Samples for grade levels kindergarten through grade three were not analyzed because the sample sizes were too small to report findings.  $n = 298$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were four through eight.

**Exhibit D29. English Language Proficiency Assessments for California Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade K</b>	232	1,378.98	60.37	232	1,381.49	58.37	2.51	0.04
<b>Grade 1</b>	1,301	1,411.04	50.66	1,301	1,411.84	47.81	0.80	0.02
<b>Grade 2</b>	1,301	1,411.04	50.66	1,301	1,411.84	47.81	0.80	0.02
<b>Grade 3</b>	2,051	1,458.80	48.70	2,051	1,457.63	48.72	-1.17	-0.02
<b>Grade 4</b>	11,284	1,475.96	35.55	11,284	1,475.59	36.78	-0.37	-0.01
<b>Grade 5</b>	9,979	1,496.00	38.01	9,979	1,495.69	38.08	-0.31	-0.01
<b>Grade 6</b>	6,047	1,511.08	40.66	6,047	1,510.90	42.54	-0.18	0.00

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	3,475	1,513.40	42.74	3,475	1,512.92	43.57	-0.48	-0.01
Grade 8	2,394	1,525.09	49.33	2,394	1,524.09	49.74	-1.00	-0.02

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D30. Student Demographic Baseline Comparisons Between California Department of Education's Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the English Language Proficiency Assessments for California Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.00	0.00	0.00
American Indian or Alaska Native	0.00	0.00	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Asian</b>	0.05	0.06	0.00
<b>Filipino</b>	0.00	0.00	0.00
<b>Hispanic or Latino</b>	0.92	0.91	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.00	0.00	0.00
<b>White</b>	0.02	0.02	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.48	0.48	0.00
<b>Male</b>	0.52	0.52	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	1.00	1.00	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.07	0.07	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Migrant students	0.04	0.04	0.00
Socioeconomically disadvantaged	0.93	0.93	0.00
Students with disabilities	0.17	0.17	0.01

**Note.** *n* = 38,137 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D31. English Language Proficiency Assessments for California Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
<b>Grade 1</b>	55	1,428.47	37.09	55	1,421.15	40.79	-7.33	-0.19
<b>Grade 2</b>	53	1,433.28	42.50	53	1,426.89	51.75	-6.40	-0.13
<b>Grade 3</b>	65	1,462.94	45.85	65	1,460.23	45.30	-2.71	-0.06
<b>Grade 4</b>	353	1,474.14	35.18	353	1,474.12	37.35	-0.02	0.00
<b>Grade 5</b>	318	1,497.75	39.75	318	1,497.93	39.11	0.17	0.00
<b>Grade 6</b>	205	1,507.43	41.97	205	1,507.19	45.86	-0.24	-0.01

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	88	1,521.66	36.95	88	1,520.14	39.23	-1.52	-0.04
Grade 8	60	1,519.85	40.45	60	1,521.67	41.44	1.82	0.04

Note. The kindergarten sample was not analyzed because the sample size was too small to report findings. *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D32. Student Demographic Baseline Comparisons Between California Department of Education's Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the English Language Proficiency Assessments for California Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.00	0.00	0.00
American Indian or Alaska Native	0.00	0.00	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Asian</b>	0.03	0.02	0.00
<b>Filipino</b>	0.00	0.01	0.00
<b>Hispanic or Latino</b>	0.95	0.95	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.00	0.00	0.00
<b>White</b>	0.01	0.01	0.00
<b>No reported race/ethnicity</b>	0.00	0.00	0.00
<b>Female</b>	0.48	0.49	0.01
<b>Male</b>	0.52	0.51	-0.01
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	1.00	1.00	0.00
<b>Foster youths</b>	0.00	0.00	0.00
<b>Homeless students</b>	0.09	0.10	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Migrant students	0.04	0.04	0.00
Socioeconomically disadvantaged	0.91	0.91	0.00
Students with disabilities	0.22	0.23	0.01

**Note.** The kindergarten sample was not analyzed because the sample size was too small to report findings.  $n = 1,201$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were one through eight.

**Exhibit D33. English Language Proficiency Assessments for California Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

<b>Analysis Sample</b>	<b>Comparison Non-participants <i>n</i></b>	<b>Comparison Non-participants <i>M</i></b>	<b>Comparison Non-participants <i>SD</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>n</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>SD</i></b>	<b>Difference in <i>M</i></b>	<b>Effect Size</b>
<b>Grade K</b>	51	1,400.06	46.80	51	1,398.37	46.37	-1.69	-0.04
<b>Grade 1</b>	184	1,403.76	51.18	184	1,404.24	52.63	0.48	0.01
<b>Grade 2</b>	163	1,426.07	51.75	163	1,426.03	50.30	-0.04	0.00
<b>Grade 3</b>	215	1,453.05	52.71	215	1,451.66	54.61	-1.39	-0.03
<b>Grade 4</b>	1,149	1,471.66	39.40	1,149	1,472.56	37.34	0.90	0.02
<b>Grade 5</b>	915	1,490.56	45.61	915	1,491.97	42.00	1.42	0.03
<b>Grade 6</b>	587	1,504.14	48.07	587	1,502.82	46.67	-1.33	-0.03

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 7	582	1,508.63	46.25	582	1,509.56	46.88	0.93	0.02
Grade 8	227	1,503.37	64.41	227	1,510.72	55.54	7.35	0.12

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges' *g*.

**Exhibit D34. Student Demographic Baseline Comparisons Between California Department of Education's Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the English Language Proficiency Assessments for California Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.00	0.00	0.00
American Indian or Alaska Native	0.00	0.00	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Asian</b>	0.05	0.05	0.01
<b>Filipino</b>	0.00	0.00	0.00
<b>Hispanic or Latino</b>	0.92	0.91	-0.01
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.00	0.00	0.00
<b>White</b>	0.02	0.02	0.00
<b>No reported race/ethnicity</b>	0.00	0.01	0.00
<b>Female</b>	0.46	0.46	0.00
<b>Male</b>	0.54	0.54	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	1.00	1.00	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.07	0.07	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Migrant students	0.04	0.04	0.00
Socioeconomically disadvantaged	0.94	0.94	0.00
Students with disabilities	0.21	0.21	0.00

**Note.** *n* = 4,073 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D35. English Language Proficiency Assessments for California Scale Score Baseline Comparisons Between California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	Comparison Non-participants <i>SD</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>SD</i>	Difference in <i>M</i>	Effect Size
Grade 9	540	1,528.14	53.31	540	1,529.23	55.61	1.09	0.02
Grade 10	592	1,525.36	58.52	592	1,521.81	61.09	-3.55	-0.06
Grade 11	568	1,530.18	63.98	568	1,531.20	66.15	1.02	0.02
Grade 12	377	1,538.43	55.90	377	1,537.09	57.01	-1.34	-0.02

**Note.** *n* = number of students in group; *M* = mean; *SD* = standard deviation. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as Hedges’ *g*.

**Exhibit D36. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the English Language Proficiency Assessments for California Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.01	0.01	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00	0.00
<b>Asian</b>	0.08	0.09	0.01
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.86	0.84	-0.01
<b>Pacific Islander</b>	0.01	0.01	0.00
<b>Two or more races</b>	0.00	0.00	0.00
<b>White</b>	0.02	0.03	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.37	0.37	0.00
<b>Male</b>	0.63	0.63	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	1.00	1.00	0.00
Foster youths	0.00	0.00	0.00
Homeless students	0.07	0.08	0.01
Migrant students	0.03	0.03	0.01
Socioeconomically disadvantaged	0.93	0.91	-0.02
Students with disabilities	0.21	0.21	0.00

**Note.**  $n = 2,077$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were nine through twelve.

**Exhibit D37. Discipline Outcome Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

<b>Analysis Sample</b>	<b>Comparison Non-participants <i>n</i></b>	<b>Comparison Non-participants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>n</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>	<b>Effect Size</b>
<b>Grade K</b>	69	0.00	69	0.01	0.01	0.00
<b>Grade 1</b>	304	0.00	304	0.00	0.00	0.00
<b>Grade 2</b>	301	0.00	301	0.00	0.00	0.00
<b>Grade 3</b>	295	0.01	295	0.01	0.00	0.00
<b>Grade 4</b>	343	0.00	343	0.00	0.00	0.00
<b>Grade 5</b>	345	0.05	345	0.05	0.00	0.00
<b>Grade 6</b>	394	0.04	394	0.04	0.00	0.00

Analysis Sample	Comparison Non-participants <i>n</i>	Comparison Non-participants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Grade 7	283	0.08	283	0.10	0.01	0.08
Grade 8	296	0.08	296	0.08	0.00	0.00

**Note.** *n* = number of students in group. *M* = mean. The mean represents the proportion of students that received at least one suspension or expulsion. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as the Cox Index.

**Exhibit D38. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Discipline Outcome Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.06	0.06	0.00
American Indian or Alaska Native	0.00	0.00	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Asian</b>	0.05	0.05	0.00
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.69	0.69	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.04	0.04	0.00
<b>White</b>	0.13	0.13	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.48	0.48	0.00
<b>Male</b>	0.52	0.52	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.28	0.28	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.05	0.05	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.78	0.78	0.00
Students with disabilities	0.16	0.16	0.00

**Note.** *n* = 2,630 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D39. Discipline Outcome Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

<b>Analysis Sample</b>	<b>Comparison Nonparticipants <i>n</i></b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>n</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>	<b>Effect Size</b>
<b>Grade K</b>	8,204	0.00	8,204	0.00	0.00	0.11
<b>Grade 1</b>	41,926	0.01	41,926	0.01	0.00	0.13
<b>Grade 2</b>	48,396	0.01	48,396	0.01	0.00	0.08
<b>Grade 3</b>	51,113	0.01	51,113	0.01	0.00	0.05
<b>Grade 4</b>	50,895	0.01	50,895	0.01	0.00	0.01
<b>Grade 5</b>	46,662	0.03	46,662	0.03	0.00	0.01
<b>Grade 6</b>	36,026	0.04	36,026	0.04	0.00	0.00

Analysis Sample	Comparison Nonparticipants <i>n</i>	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Grade 7	25,012	0.07	25,012	0.07	0.00	0.00
Grade 8	19,142	0.10	19,142	0.10	0.00	0.01

*Note.* *n* = number of students in group. *M* = mean. The mean represents the proportion of students that received at least one suspension or expulsion. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as the Cox Index.

**Exhibit D40. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Discipline Outcome Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.08	0.08	0.00
American Indian or Alaska Native	0.00	0.00	0.00
Asian	0.06	0.06	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.72	0.72	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.03	0.03	0.00
<b>White</b>	0.09	0.09	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.51	0.51	0.00
<b>Male</b>	0.49	0.49	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.31	0.31	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.05	0.05	0.00
<b>Migrant students</b>	0.01	0.02	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Socioeconomically disadvantaged	0.82	0.82	0.00
Students with disabilities	0.14	0.14	0.00

*Note.*  $n = 327,376$  for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D41. Discipline Outcome Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Nonparticipants <i>n</i>	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Grade K	233	0.00	233	0.00	0.00	0.00
Grade 1	1,156	0.00	1,156	0.00	0.00	0.00

Analysis Sample	Comparison Nonparticipants <i>n</i>	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Grade 2	1,319	0.01	1,319	0.01	0.00	-0.07
Grade 3	1,407	0.02	1,407	0.02	0.00	0.10
Grade 4	1,424	0.02	1,424	0.02	0.00	0.03
Grade 5	1,372	0.02	1,372	0.02	0.00	0.02
Grade 6	1,140	0.04	1,140	0.04	0.00	-0.04
Grade 7	736	0.05	736	0.05	0.00	0.00
Grade 8	513	0.06	513	0.06	0.00	0.00

**Note.** *n* = number of students in group. *M* = mean. The mean represents the proportion of students that received at least one suspension or expulsion. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as the Cox Index.

**Exhibit D42. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Before and After School Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Discipline Outcome Analyses**

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>African American</b>	0.09	0.09	0.00
<b>American Indian or Alaska Native</b>	0.01	0.00	0.00
<b>Asian</b>	0.02	0.02	0.00
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.72	0.72	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.05	0.05	0.00
<b>White</b>	0.09	0.09	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.50	0.50	0.00
<b>Male</b>	0.50	0.50	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
No reported gender	0.00	0.00	0.00
English learners	0.31	0.31	0.00
Foster youths	0.01	0.01	0.00
Homeless students	0.07	0.07	0.00
Migrant students	0.01	0.01	0.00
Socioeconomically disadvantaged	0.78	0.78	0.00
Students with disabilities	0.18	0.18	0.00

**Note.**  $n = 9,300$  for both the comparison nonparticipants and program participants.  $M$  = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D43. Discipline Outcome Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

<b>Analysis Sample</b>	<b>Comparison Nonparticipants <i>n</i></b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>n</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>	<b>Effect Size</b>
<b>Grade K</b>	1,483	0.01	1,483	0.01	0.00	0.16
<b>Grade 1</b>	5,837	0.01	5,837	0.01	0.00	0.14
<b>Grade 2</b>	5,937	0.01	5,937	0.02	0.00	0.21
<b>Grade 3</b>	5,277	0.02	5,277	0.02	0.01	0.20
<b>Grade 4</b>	4,663	0.02	4,663	0.02	0.00	0.05
<b>Grade 5</b>	4,071	0.03	4,071	0.03	0.00	0.01
<b>Grade 6</b>	2,968	0.06	2,968	0.06	0.00	-0.01

Analysis Sample	Comparison Nonparticipants <i>n</i>	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Grade 7	2,759	0.11	2,759	0.11	0.00	-0.01
Grade 8	1,323	0.15	1,323	0.14	-0.02	-0.07

*Note.* *n* = number of students in group. *M* = mean. The mean represents the proportion of students that received at least one suspension or expulsion. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as the Cox Index.

**Exhibit D44. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning Summer/Supplemental Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Discipline Outcome Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.07	0.07	0.00
American Indian or Alaska Native	0.00	0.00	0.00
Asian	0.06	0.06	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Filipino</b>	0.01	0.01	0.00
<b>Hispanic or Latino</b>	0.71	0.71	0.00
<b>Pacific Islander</b>	0.00	0.00	0.00
<b>Two or more races</b>	0.03	0.03	0.00
<b>White</b>	0.10	0.10	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.48	0.48	0.00
<b>Male</b>	0.52	0.52	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.36	0.36	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.05	0.05	0.00
<b>Migrant students</b>	0.02	0.02	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Socioeconomically disadvantaged	0.82	0.82	0.00
Students with disabilities	0.20	0.20	0.00

Note. *n* = 34,318 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were kindergarten through grade eight.

**Exhibit D45. Discipline Outcome Baseline Comparisons Between California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participant and Comparison Nonparticipant Groups for School Year 2021–22, by Analysis Sample**

Analysis Sample	Comparison Nonparticipants <i>n</i>	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Grade 9	5,346	0.10	5,346	0.10	0.01	0.04
Grade 10	6,304	0.07	6,304	0.08	0.00	0.03

Analysis Sample	Comparison Nonparticipants <i>n</i>	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>n</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>	Effect Size
Grade 11	6,222	0.07	6,222	0.08	0.00	0.04
Grade 12	4,797	0.05	4,797	0.05	0.00	0.03

*Note.* *n* = number of students in group. *M* = mean. The mean represents the proportion of students that received at least one suspension or expulsion. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. Effect sizes are calculated as the Cox Index.

**Exhibit D46. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the Discipline Outcome Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.09	0.09	0.00
American Indian or Alaska Native	0.00	0.00	0.00
Asian	0.08	0.08	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Filipino</b>	0.02	0.02	0.00
<b>Hispanic or Latino</b>	0.71	0.71	0.00
<b>Pacific Islander</b>	0.01	0.01	0.00
<b>Two or more races</b>	0.02	0.02	0.00
<b>White</b>	0.06	0.06	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.42	0.42	0.00
<b>Male</b>	0.58	0.58	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.17	0.17	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.05	0.05	0.00
<b>Migrant students</b>	0.01	0.01	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Socioeconomically disadvantaged	0.80	0.80	0.00
Students with disabilities	0.15	0.15	0.00

*Note.*  $n = 22,669$  for both the comparison nonparticipants and program participants.  $M$  = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. The grade levels included in this analysis were nine through twelve.

**Exhibit D47. Student Demographic Baseline Comparisons Between California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Program Participant and Comparison Nonparticipant Groups for 2022–23 for All Grades Included in the College and Career Indicator Outcome Analyses**

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
African American	0.08	0.08	0.00
American Indian or Alaska Native	0.00	0.00	0.00
Asian	0.08	0.08	0.00

<b>Demographic Characteristic</b>	<b>Comparison Nonparticipants <i>M</i></b>	<b>California Department of Education Expanded Learning Program Participants <i>M</i></b>	<b>Difference in <i>M</i></b>
<b>Filipino</b>	0.03	0.03	0.00
<b>Hispanic or Latino</b>	0.70	0.70	0.00
<b>Pacific Islander</b>	0.01	0.01	0.00
<b>Two or more races</b>	0.02	0.02	0.00
<b>White</b>	0.06	0.06	0.00
<b>No reported race/ethnicity</b>	0.01	0.01	0.00
<b>Female</b>	0.42	0.42	0.00
<b>Male</b>	0.58	0.58	0.00
<b>No reported gender</b>	0.00	0.00	0.00
<b>English learners</b>	0.16	0.16	0.00
<b>Foster youths</b>	0.01	0.01	0.00
<b>Homeless students</b>	0.06	0.06	0.00
<b>Migrant students</b>	0.01	0.01	0.00

Demographic Characteristic	Comparison Nonparticipants <i>M</i>	California Department of Education Expanded Learning Program Participants <i>M</i>	Difference in <i>M</i>
Socioeconomically disadvantaged	0.82	0.82	0.00
Students with disabilities	0.14	0.14	0.00

**Note.** *n* = 4,641 for both the comparison nonparticipants and program participants. *M* = mean. The mean represents the proportion of students in each demographic category. The difference column is calculated before rounding and may not equate to the difference between the program participant and nonparticipant values as they appear in the exhibit. This analysis included only grade twelve students.

## Appendix E. Quasi-Experimental Study Results

**Exhibit E1. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Before School Programming on School-Day Attendance Outcomes**

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Before school program participation</b>	0.22 (0.16)	0.23** (0.08)	0.16* (0.08)	0.19* (0.09)	0.07 (0.06)	0.11 (0.08)	0.07 (0.06)	0.11 (0.10)	0.24* (0.11)
<b>Prior year’s outcome</b>	2.27*** (0.56)	2.24*** (0.26)	2.08*** (0.24)	3.61*** (0.26)	5.98*** (0.35)	2.91*** (0.24)	4.29*** (0.30)	3.81*** (0.26)	2.67*** (0.31)
<b>African American</b>	-0.21 (0.41)	-0.42* (0.17)	0.24 (0.49)	0.22 (0.28)	0.02 (0.37)	0.03 (0.35)	0.28 (0.45)	0.35 (0.26)	-0.19 (0.39)
<b>American Indian/Alaska Native</b>	0.00 (.)	-0.32 (0.46)	-0.07 (0.80)	-0.01 (0.45)	0.17 (0.59)	0.00 (.)	0.00 (.)	0.00 (.)	1.54 (0.88)
<b>Asian</b>	0.00 (.)	-0.16 (0.26)	0.23 (0.51)	0.01 (0.26)	-0.08 (0.36)	0.24 (0.36)	0.45 (0.46)	0.26 (0.28)	0.23 (0.37)
<b>Filipino</b>	-0.02 (0.51)	-0.28 (0.33)	0.25 (0.53)	-0.00 (0.27)	0.23 (0.43)	0.39 (0.42)	0.77 (0.50)	0.40 (0.37)	0.34 (0.44)
<b>Hispanic/Latino</b>	0.01 (0.32)	-0.22 (0.12)	0.16 (0.47)	-0.11 (0.21)	-0.11 (0.34)	0.14 (0.32)	0.42 (0.44)	0.33 (0.23)	0.02 (0.35)
<b>Pacific Islander</b>	0.00 (.)	0.00 (.)	0.00 (.)	-0.37 (0.56)	0.00 (.)	0.00 (.)	0.00 (.)	-0.08 (0.65)	-0.15 (0.46)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Two or more</b>	-0.33 (0.47)	-0.31 (0.19)	0.13 (0.50)	0.04 (0.23)	-0.14 (0.38)	0.50 (0.37)	0.35 (0.47)	0.89** (0.30)	-0.38 (0.39)
<b>White</b>	-0.09 (0.36)	REF	0.44 (0.48)	-0.13 (0.22)	-0.48 (0.35)	0.11 (0.33)	0.42 (0.44)	0.41 (0.23)	-0.13 (0.36)
<b>No reported race/ethnicity</b>	REF	0.00 (.)	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	0.08 (0.16)	0.08 (0.07)	-0.01 (0.08)	-0.04 (0.07)	0.03 (0.06)	-0.02 (0.07)	0.08 (0.06)	0.09 (0.07)	-0.08 (0.07)
<b>Male</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>English learners</b>	-0.34 (0.20)	-0.05 (0.09)	-0.14 (0.09)	0.10 (0.08)	0.12 (0.07)	-0.08 (0.08)	0.05 (0.07)	-0.05 (0.08)	-0.07 (0.09)
<b>Foster youths</b>	-0.49 (0.51)	0.17 (0.66)	0.28 (0.35)	0.23 (0.24)	1.58* (0.65)	0.16 (0.50)	-0.13 (0.21)	-0.35 (0.26)	0.00 (.)
<b>Homeless students</b>	0.02 (0.57)	-0.33 (0.20)	-0.35* (0.16)	-0.29* (0.14)	-0.32* (0.13)	-0.47*** (0.13)	-0.51*** (0.16)	-0.04 (0.19)	-0.74** (0.28)
<b>Migrant students</b>	0.73 (0.93)	0.65* (0.27)	0.68 (0.42)	0.10 (0.42)	0.21 (0.25)	0.05 (0.30)	-0.37 (0.61)	-1.62** (0.54)	0.05 (0.42)
<b>Socioeconomically disadvantaged</b>	-0.12 (0.18)	-0.01 (0.10)	-0.06 (0.10)	-0.25** (0.09)	0.03 (0.08)	-0.01 (0.09)	-0.10 (0.08)	-0.05 (0.08)	-0.10 (0.09)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.31 (0.27)	-0.17 (0.12)	-0.15 (0.11)	-0.03 (0.09)	-0.04 (0.08)	-0.15 (0.09)	-0.10 (0.09)	-0.10 (0.09)	-0.18 (0.11)
Constant	-1.89** (0.59)	-1.87*** (0.27)	-1.98*** (0.52)	-3.06*** (0.30)	-5.37*** (0.48)	-2.70*** (0.40)	-4.32*** (0.52)	-3.85*** (0.34)	-2.35*** (0.46)
<i>n</i>	138	608	602	590	686	690	788	566	592

Note. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E2. Full Analysis Models Estimating the Impact of the California Department of Education's Expanded Learning 2022–23 After School Programming on School-Day Attendance Outcomes

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
After school program participation	0.17*** (0.01)	0.17*** (0.01)	0.15*** (0.01)	0.14*** (0.01)	0.15*** (0.01)	0.14*** (0.01)	0.18*** (0.01)	0.21*** (0.01)	0.25*** (0.01)
Prior year's outcome	3.48*** (0.06)	4.37*** (0.03)	4.38*** (0.03)	4.18*** (0.03)	4.13*** (0.03)	4.19*** (0.03)	3.60*** (0.03)	3.31*** (0.04)	3.67*** (0.04)
African American	-0.03 (0.07)	-0.07* (0.03)	-0.05 (0.03)	-0.08** (0.03)	-0.03 (0.03)	-0.07* (0.03)	-0.23*** (0.04)	-0.05 (0.05)	-0.12* (0.06)
American Indian/Alaska Native	-0.10 (0.13)	-0.01 (0.05)	-0.12* (0.05)	-0.09 (0.05)	-0.04 (0.05)	-0.12* (0.05)	-0.20*** (0.06)	-0.06 (0.07)	-0.06 (0.08)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	0.30*** (0.07)	0.21*** (0.03)	0.20*** (0.03)	0.25*** (0.03)	0.32*** (0.03)	0.30*** (0.03)	0.16*** (0.04)	0.36*** (0.05)	0.22*** (0.06)
<b>Filipino</b>	0.14 (0.10)	0.07 (0.04)	0.14*** (0.04)	0.15*** (0.04)	0.23*** (0.04)	0.21*** (0.04)	0.12* (0.05)	0.31*** (0.06)	0.14* (0.07)
<b>Hispanic/Latino</b>	0.08 (0.06)	0.02 (0.03)	0.03 (0.03)	-0.00 (0.03)	0.07* (0.03)	0.04 (0.03)	-0.11** (0.04)	0.09* (0.05)	-0.02 (0.06)
<b>Pacific Islander</b>	-0.14 (0.17)	-0.10 (0.06)	-0.17** (0.06)	-0.18** (0.06)	-0.13* (0.05)	-0.05 (0.06)	-0.17** (0.06)	0.07 (0.08)	-0.08 (0.09)
<b>Two or more</b>	0.06 (0.07)	0.02 (0.03)	0.02 (0.03)	0.00 (0.03)	0.02 (0.03)	0.02 (0.04)	-0.14*** (0.04)	0.02 (0.05)	-0.06 (0.06)
<b>White</b>	0.22** (0.07)	0.07* (0.03)	0.06 (0.03)	0.04 (0.03)	0.06* (0.03)	0.01 (0.03)	-0.11** (0.04)	0.07 (0.05)	-0.06 (0.06)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	-0.00 (0.01)	-0.11 (0.22)	-0.11 (0.22)	-0.58 (0.35)	0.03 (0.31)	0.52 (0.31)	0.52** (0.18)	0.19 (0.18)	0.32* (0.15)
<b>Male</b>	REF	-0.12 (0.22)	-0.12 (0.22)	-0.58 (0.35)	0.02 (0.31)	0.51 (0.31)	0.53** (0.18)	0.22 (0.18)	0.36* (0.15)
<b>No reported gender</b>	0.00 (.)	REF	REF	REF	REF	REF	REF	REF	REF
<b>English learners</b>	0.14*** (0.02)	0.13*** (0.01)	0.11*** (0.01)	0.09*** (0.01)	0.08*** (0.01)	0.06*** (0.01)	0.05*** (0.01)	0.02 (0.01)	-0.01 (0.01)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foster youths	0.25*** (0.06)	0.07** (0.03)	0.14*** (0.03)	0.13*** (0.03)	0.14*** (0.03)	0.06* (0.03)	0.07* (0.03)	-0.03 (0.04)	-0.06 (0.05)
Homeless students	-0.16*** (0.03)	-0.10*** (0.01)	-0.10*** (0.01)	-0.14*** (0.01)	-0.15*** (0.01)	-0.12*** (0.01)	-0.14*** (0.02)	-0.18*** (0.02)	-0.18*** (0.02)
Migrant students	0.19** (0.07)	0.14*** (0.03)	0.11*** (0.02)	0.07** (0.02)	0.09*** (0.02)	0.08*** (0.02)	0.15*** (0.03)	0.10** (0.04)	0.09* (0.04)
Socioeconomically disadvantaged	-0.14*** (0.02)	-0.10*** (0.01)	-0.11*** (0.01)	-0.10*** (0.01)	-0.09*** (0.01)	-0.07*** (0.01)	-0.07*** (0.01)	-0.06*** (0.01)	-0.08*** (0.01)
Students with disabilities	-0.09*** (0.02)	-0.04*** (0.01)	-0.06*** (0.01)	-0.08*** (0.01)	-0.06*** (0.01)	-0.09*** (0.01)	-0.12*** (0.01)	-0.09*** (0.01)	-0.09*** (0.01)
Constant	-3.16*** (0.08)	-3.84*** (0.22)	-3.86*** (0.22)	-3.22*** (0.36)	-3.86*** (0.31)	-4.39*** (0.31)	-3.73*** (0.19)	-3.39*** (0.18)	-3.74*** (0.16)
<i>n</i>	<b>16,404</b>	<b>83,852</b>	<b>96,792</b>	<b>102,226</b>	<b>101,790</b>	<b>93,324</b>	<b>72,052</b>	<b>50,024</b>	<b>38,282</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E3. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Before and After School Programming on School-Day Attendance Outcomes**

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Before and after school program participation</b>	0.35*** (0.08)	0.23*** (0.04)	0.17*** (0.04)	0.20*** (0.04)	0.19*** (0.04)	0.23*** (0.04)	0.18*** (0.04)	0.23*** (0.06)	0.22** (0.07)
<b>Prior year’s outcome</b>	3.71*** (0.34)	3.90*** (0.18)	4.80*** (0.19)	4.38*** (0.18)	4.99*** (0.18)	5.80*** (0.18)	3.77*** (0.22)	4.91*** (0.24)	4.31*** (0.30)
<b>African American</b>	-0.16 (0.41)	0.05 (0.20)	0.12 (0.21)	0.09 (0.20)	0.06 (0.21)	-0.22 (0.21)	-0.39 (0.21)	-0.11 (0.23)	-0.24 (0.42)
<b>American Indian/Alaska Native</b>	0.02 (0.53)	-0.50 (0.49)	-0.43 (0.29)	0.26 (0.39)	-0.32 (0.33)	-0.25 (0.30)	-0.45 (0.31)	-0.33 (0.53)	-0.23 (0.66)
<b>Asian</b>	0.40 (0.58)	0.25 (0.24)	0.27 (0.23)	0.39 (0.25)	0.21 (0.23)	-0.08 (0.23)	-0.08 (0.24)	0.10 (0.25)	-0.19 (0.48)
<b>Filipino</b>	-0.05 (0.72)	0.16 (0.29)	0.14 (0.25)	0.18 (0.23)	0.17 (0.25)	-0.21 (0.25)	-0.23 (0.25)	-0.12 (0.25)	0.23 (0.45)
<b>Hispanic/Latino</b>	-0.09 (0.39)	-0.02 (0.19)	-0.03 (0.20)	0.09 (0.19)	0.03 (0.21)	-0.23 (0.20)	-0.33 (0.20)	-0.10 (0.22)	-0.20 (0.41)
<b>Pacific Islander</b>	0.49 (0.76)	0.11 (0.44)	-0.00 (0.44)	0.29 (0.34)	-0.20 (0.34)	-1.07** (0.36)	-0.20 (0.40)	0.00 (.)	-0.25 (0.65)
<b>Two or more</b>	-0.35 (0.43)	0.13 (0.21)	-0.15 (0.22)	-0.01 (0.21)	0.12 (0.22)	-0.29 (0.22)	-0.31 (0.21)	-0.15 (0.23)	-0.28 (0.43)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>White</b>	0.08 (0.41)	0.03 (0.20)	-0.12 (0.21)	0.10 (0.20)	0.14 (0.22)	-0.25 (0.21)	-0.28 (0.21)	-0.25 (0.22)	-0.13 (0.42)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	0.09 (0.08)	0.02 (0.04)	-0.30 (0.51)	-0.04 (0.03)	-0.19 (0.86)	-0.02 (0.03)	-0.05 (0.04)	0.35 (0.60)	-0.20 (0.86)
<b>Male</b>	REF	REF	-0.32 (0.51)	REF	-0.15 (0.86)	REF	REF	0.33 (0.60)	-0.21 (0.86)
<b>No reported gender</b>	0.00 (.)	0.00 (.)	REF	0.00 (.)	REF	0.00 (.)	0.00 (.)	REF	REF
<b>English learners</b>	-0.01 (0.09)	0.12** (0.04)	0.12** (0.04)	0.10** (0.04)	-0.04 (0.04)	0.08* (0.04)	-0.02 (0.05)	-0.02 (0.06)	0.07 (0.07)
<b>Foster youths</b>	-0.52 (0.46)	0.11 (0.21)	0.13 (0.14)	0.01 (0.27)	0.30 (0.22)	0.33 (0.24)	0.21 (0.19)	0.36 (0.23)	-0.24 (0.62)
<b>Homeless students</b>	-0.09 (0.16)	-0.04 (0.08)	-0.13 (0.08)	-0.15* (0.06)	-0.22*** (0.06)	-0.19** (0.07)	-0.30** (0.10)	-0.07 (0.10)	-0.11 (0.12)
<b>Migrant students</b>	0.00 (.)	0.20 (0.17)	0.10 (0.17)	-0.34* (0.16)	-0.07 (0.13)	-0.12 (0.16)	0.10 (0.15)	0.23 (0.36)	0.40 (0.92)
<b>Socioeconomically disadvantaged</b>	-0.05 (0.10)	-0.12** (0.05)	-0.20*** (0.05)	-0.12** (0.04)	0.05 (0.04)	0.01 (0.04)	0.01 (0.05)	-0.09 (0.06)	-0.15* (0.07)
<b>Students with disabilities</b>	-0.02 (0.12)	-0.04 (0.06)	-0.06 (0.05)	-0.10* (0.04)	-0.06 (0.04)	-0.03 (0.04)	-0.21*** (0.05)	-0.19** (0.06)	-0.19* (0.07)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Constant	-3.31*** (0.52)	-3.57*** (0.26)	-3.98*** (0.58)	-4.03*** (0.26)	-4.53*** (0.90)	-5.20*** (0.27)	-3.16*** (0.28)	-4.79*** (0.67)	-3.53*** (0.99)
<i>n</i>	466	2,312	2,638	2,814	2,848	2,744	2,280	1,472	1,026

Note. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

#### Exhibit E4. Full Analysis Models Estimating the Impact of the California Department of Education's Expanded Learning 2022–23 Summer/Supplemental Programming on School-Day Attendance Outcomes

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Summer/supplemental program participation	0.10** (0.03)	0.13*** (0.02)	0.08*** (0.02)	0.09*** (0.02)	0.13*** (0.02)	0.06** (0.02)	0.06* (0.02)	-0.00 (0.03)	0.03 (0.04)
Prior year's outcome	3.49*** (0.13)	3.31*** (0.06)	3.43*** (0.06)	3.86*** (0.07)	3.06*** (0.07)	3.36*** (0.08)	3.67*** (0.09)	3.53*** (0.10)	4.16*** (0.14)
African American	0.05 (0.16)	-0.25*** (0.07)	-0.17* (0.08)	-0.22** (0.08)	0.01 (0.11)	-0.21 (0.11)	-0.39** (0.13)	-0.24 (0.14)	-0.12 (0.20)
American Indian/Alaska Native	0.11 (0.34)	-0.18 (0.18)	-0.25 (0.18)	-0.19 (0.16)	-0.15 (0.18)	-0.17 (0.19)	-0.33 (0.21)	0.19 (0.24)	-0.82** (0.28)
Asian	0.46** (0.16)	0.15* (0.07)	0.20* (0.08)	0.11 (0.08)	0.43*** (0.11)	0.16 (0.11)	0.15 (0.13)	0.19 (0.14)	0.22 (0.20)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Filipino</b>	0.30 (0.22)	-0.02 (0.11)	0.15 (0.10)	-0.01 (0.12)	0.37** (0.14)	0.09 (0.15)	0.05 (0.17)	0.17 (0.18)	0.09 (0.25)
<b>Hispanic/Latino</b>	0.22 (0.14)	-0.03 (0.07)	0.01 (0.07)	-0.08 (0.08)	0.22* (0.10)	-0.06 (0.11)	-0.07 (0.13)	0.02 (0.14)	0.02 (0.19)
<b>Pacific Islander</b>	-0.03 (0.30)	-0.35* (0.16)	-0.36* (0.16)	-0.33* (0.14)	-0.04 (0.20)	-0.41 (0.22)	0.14 (0.33)	-0.65** (0.22)	0.66 (0.35)
<b>Two or more</b>	0.12 (0.17)	-0.14 (0.08)	0.04 (0.08)	-0.06 (0.09)	0.16 (0.12)	-0.16 (0.12)	-0.30* (0.14)	-0.04 (0.16)	-0.08 (0.22)
<b>White</b>	0.32* (0.15)	0.02 (0.07)	-0.00 (0.08)	-0.08 (0.08)	0.18 (0.11)	-0.08 (0.11)	-0.12 (0.13)	-0.08 (0.14)	-0.20 (0.20)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	-0.30 (0.88)	0.87 (0.50)	-0.02 (0.02)	-0.31 (0.60)	-0.15 (0.89)	0.65 (0.33)	-0.23 (0.39)	0.43 (0.50)	-0.07* (0.03)
<b>Male</b>	-0.30 (0.88)	0.87 (0.50)	REF	-0.30 (0.60)	-0.15 (0.89)	0.66* (0.33)	-0.21 (0.39)	0.50 (0.50)	REF
<b>No reported gender</b>	REF	REF	0.00 (.)	REF	REF	REF	REF	REF	0.00 (.)
<b>English learners</b>	0.16*** (0.04)	0.09*** (0.02)	0.07*** (0.02)	0.10*** (0.02)	0.03 (0.02)	0.06** (0.02)	-0.00 (0.03)	0.02 (0.03)	-0.10** (0.04)
<b>Foster youths</b>	0.11 (0.12)	0.06 (0.07)	-0.07 (0.07)	0.16* (0.07)	-0.02 (0.07)	-0.13 (0.09)	-0.03 (0.11)	-0.21 (0.12)	-0.21 (0.16)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Homeless students	-0.18* (0.09)	-0.08* (0.04)	-0.10** (0.04)	-0.04 (0.04)	-0.15*** (0.04)	-0.24*** (0.04)	-0.19*** (0.05)	-0.23*** (0.05)	-0.11 (0.08)
Migrant students	0.14 (0.14)	0.11 (0.07)	0.09 (0.06)	0.03 (0.07)	0.08 (0.07)	0.09 (0.08)	0.05 (0.07)	0.06 (0.09)	0.07 (0.10)
Socioeconomically disadvantaged	-0.12** (0.04)	-0.05* (0.02)	-0.11*** (0.02)	-0.08*** (0.02)	-0.07** (0.03)	-0.03 (0.03)	-0.04 (0.03)	-0.09* (0.04)	0.03 (0.05)
Students with disabilities	-0.09* (0.04)	-0.09*** (0.02)	-0.10*** (0.02)	-0.14*** (0.02)	-0.14*** (0.02)	-0.12*** (0.02)	-0.14*** (0.03)	-0.08* (0.03)	-0.01 (0.04)
Constant	-2.96*** (0.89)	-3.79*** (0.51)	-3.00*** (0.09)	-3.07*** (0.61)	-2.79** (0.90)	-3.61*** (0.36)	-2.96*** (0.41)	-3.57*** (0.52)	-3.72*** (0.24)
<i>n</i>	<b>2,962</b>	<b>11,674</b>	<b>11,874</b>	<b>10,554</b>	<b>9,326</b>	<b>8,142</b>	<b>5,936</b>	<b>5,518</b>	<b>2,646</b>

*Note.* The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E5. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 After School Safety and Enrichment for Teens Programming on School-Day Attendance Outcomes**

<b>Variable</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>After School Safety and Enrichment for Teens program participation</b>	0.34*** (0.02)	0.31*** (0.02)	0.29*** (0.02)	0.31*** (0.02)
<b>Prior year’s outcome</b>	2.49*** (0.06)	3.34*** (0.06)	3.15*** (0.05)	2.87*** (0.05)
<b>African American</b>	-0.02 (0.12)	0.10 (0.10)	-0.06 (0.12)	-0.07 (0.10)
<b>American Indian/Alaska Native</b>	0.25 (0.19)	-0.14 (0.17)	-0.06 (0.18)	-0.33* (0.16)
<b>Asian</b>	0.41*** (0.12)	0.42*** (0.10)	0.18 (0.12)	0.17 (0.10)
<b>Filipino</b>	0.26* (0.13)	0.39*** (0.11)	0.17 (0.13)	0.05 (0.11)
<b>Hispanic/Latino</b>	0.14 (0.11)	0.23* (0.10)	-0.02 (0.12)	0.00 (0.10)
<b>Pacific Islander</b>	-0.08 (0.15)	-0.06 (0.13)	-0.13 (0.15)	-0.12 (0.13)
<b>Two or more</b>	-0.05 (0.13)	0.07 (0.11)	0.03 (0.13)	-0.23* (0.11)

Variable	Grade 9	Grade 10	Grade 11	Grade 12
<b>White</b>	0.15 (0.12)	0.19 (0.10)	-0.09 (0.12)	-0.04 (0.10)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF
<b>Female</b>	-0.21 (0.34)	0.15 (0.20)	0.04 (0.18)	0.54* (0.25)
<b>Male</b>	-0.18 (0.34)	0.21 (0.20)	0.05 (0.18)	0.58* (0.25)
<b>No reported gender</b>	REF	REF	REF	REF
<b>English learners</b>	-0.07*** (0.02)	-0.06** (0.02)	-0.08*** (0.02)	-0.12*** (0.02)
<b>Foster youths</b>	-0.05 (0.09)	-0.19* (0.09)	-0.25** (0.09)	-0.15 (0.10)
<b>Homeless students</b>	-0.09* (0.04)	0.00 (0.04)	-0.12** (0.04)	-0.05 (0.03)
<b>Migrant students</b>	0.17* (0.08)	-0.00 (0.07)	-0.03 (0.06)	0.17* (0.07)
<b>Socioeconomically disadvantaged</b>	-0.09*** (0.02)	-0.00 (0.02)	-0.06** (0.02)	-0.05* (0.02)

Variable	Grade 9	Grade 10	Grade 11	Grade 12
Students with disabilities	-0.13*** (0.02)	0.00 (0.02)	0.00 (0.02)	0.02 (0.02)
Constant	-2.34*** (0.37)	-3.65*** (0.23)	-2.99*** (0.22)	-3.21*** (0.27)
<i>n</i>	<b>10,692</b>	<b>12,608</b>	<b>12,444</b>	<b>9,594</b>

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E6. Full Analysis Models Estimating the Impact of the California Department of Education's Expanded Learning 2022–23 Before School Programming on Smarter Balanced Mathematics Scale Scores

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Before school program participation	0.16** (0.05)	-0.00 (0.05)	0.06 (0.05)	-0.01 (0.06)	0.06 (0.05)
Prior year's outcome	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
African American	-0.90* (0.36)	-0.19 (0.28)	-0.12 (0.27)	-0.55** (0.21)	-0.24 (0.26)
American Indian/Alaska Native	-0.39 (0.42)	0.00 (.)	0.00 (.)	0.00 (.)	-0.50 (0.41)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	-0.70* (0.35)	0.13 (0.29)	0.16 (0.27)	0.02 (0.22)	-0.03 (0.24)
<b>Filipino</b>	-0.53 (0.41)	0.38 (0.34)	0.12 (0.30)	0.10 (0.29)	-0.11 (0.29)
<b>Hispanic/Latino</b>	-0.91** (0.34)	0.00 (0.27)	0.05 (0.26)	-0.28 (0.18)	-0.16 (0.23)
<b>Pacific Islander</b>	0.00 (.)	0.00 (.)	0.00 (.)	-0.17 (0.62)	-0.60* (0.29)
<b>Two or more</b>	-0.65 (0.36)	-0.12 (0.29)	0.05 (0.29)	-0.36 (0.23)	-0.11 (0.26)
<b>White</b>	-0.81* (0.35)	-0.09 (0.27)	0.07 (0.26)	-0.09 (0.19)	-0.17 (0.24)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF
<b>Female</b>	-0.09 (0.05)	-0.04 (0.05)	-0.04 (0.05)	-0.12* (0.05)	0.02 (0.05)
<b>Male</b>	REF	REF	REF	REF	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>English learners</b>	-0.02 (0.05)	-0.10 (0.06)	-0.19** (0.06)	-0.09 (0.07)	-0.17* (0.07)
<b>Foster youths</b>	0.16 (0.20)	0.68 (0.42)	-0.46 (0.28)	-0.12 (0.17)	-0.08 (0.18)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Homeless students	-0.02 (0.10)	-0.05 (0.10)	-0.05 (0.11)	0.15 (0.14)	-0.02 (0.17)
Migrant students	-0.03 (0.18)	-0.14 (0.23)	-0.25 (0.44)	0.00 (.)	-0.55* (0.27)
Socioeconomically disadvantaged	-0.01 (0.06)	-0.18** (0.06)	-0.18** (0.06)	-0.10 (0.07)	-0.18** (0.06)
Students with disabilities	-0.23*** (0.06)	-0.15* (0.06)	-0.31*** (0.06)	-0.03 (0.08)	-0.12 (0.08)
Constant	-19.61*** (0.83)	-21.44*** (0.80)	-16.73*** (0.77)	-16.31*** (0.77)	-15.32*** (0.70)
<i>n</i>	<b>660</b>	<b>644</b>	<b>764</b>	<b>538</b>	<b>566</b>

*Note.* The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E7. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 After School Programming on Smarter Balanced Mathematics Scale Scores**

<b>Variable</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>After school program participation</b>	0.01** (0.00)	-0.01 (0.00)	0.01* (0.00)	0.02*** (0.01)	0.03*** (0.01)
<b>Prior year’s outcome</b>	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
<b>African American</b>	-0.15*** (0.02)	-0.13*** (0.02)	-0.10*** (0.03)	-0.11*** (0.03)	-0.11** (0.04)
<b>American Indian/Alaska Native</b>	-0.14*** (0.04)	-0.12** (0.04)	-0.02 (0.04)	-0.08 (0.05)	-0.11 (0.06)
<b>Asian</b>	0.14*** (0.02)	0.16*** (0.02)	0.22*** (0.03)	0.25*** (0.03)	0.23*** (0.04)
<b>Filipino</b>	0.08** (0.03)	0.11*** (0.03)	0.15*** (0.03)	0.13** (0.04)	0.14** (0.05)
<b>Hispanic/Latino</b>	-0.05* (0.02)	-0.05* (0.02)	0.00 (0.02)	-0.03 (0.03)	-0.04 (0.04)
<b>Pacific Islander</b>	-0.04 (0.04)	-0.05 (0.04)	0.04 (0.05)	-0.14* (0.06)	-0.01 (0.07)
<b>Two or more</b>	0.01 (0.02)	-0.05 (0.03)	0.02 (0.03)	0.05 (0.04)	0.02 (0.04)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>White</b>	0.02 (0.02)	-0.00 (0.02)	0.05* (0.03)	0.05 (0.03)	0.01 (0.04)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF
<b>Female</b>	-0.15 (0.21)	-0.14 (0.21)	-0.09 (0.13)	-0.13 (0.11)	0.07 (0.10)
<b>Male</b>	-0.09 (0.21)	-0.11 (0.21)	-0.03 (0.13)	-0.06 (0.11)	0.05 (0.10)
<b>No reported gender</b>	REF	REF	REF	REF	REF
<b>English learners</b>	-0.08*** (0.00)	-0.10*** (0.00)	-0.17*** (0.01)	-0.13*** (0.01)	-0.15*** (0.01)
<b>Foster youths</b>	-0.02 (0.02)	-0.02 (0.02)	-0.10*** (0.02)	-0.07** (0.03)	-0.01 (0.03)
<b>Homeless students</b>	-0.02* (0.01)	-0.04*** (0.01)	-0.04*** (0.01)	-0.02 (0.01)	-0.02 (0.02)
<b>Migrant students</b>	0.02 (0.02)	0.03* (0.02)	0.05** (0.02)	0.04 (0.02)	0.03 (0.03)
<b>Socioeconomically disadvantaged</b>	-0.09*** (0.01)	-0.06*** (0.01)	-0.08*** (0.01)	-0.09*** (0.01)	-0.07*** (0.01)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.18*** (0.01)	-0.21*** (0.01)	-0.28*** (0.01)	-0.13*** (0.01)	-0.16*** (0.01)
Constant	-20.32*** (0.22)	-20.40*** (0.22)	-18.06*** (0.15)	-16.88*** (0.14)	-15.98*** (0.14)
<i>n</i>	<b>99,548</b>	<b>91,488</b>	<b>70,440</b>	<b>48,610</b>	<b>37,242</b>

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E8. Full Analysis Models Estimating the Impact of the California Department of Education's Expanded Learning 2022–23 Before and After School Programming on Smarter Balanced Mathematics Scale Scores

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Before and after school program participation	0.07* (0.03)	0.04 (0.03)	-0.03 (0.03)	0.09* (0.04)	0.16** (0.05)
Prior year's outcome	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
African American	0.22 (0.20)	-0.16 (0.18)	-0.37* (0.17)	0.13 (0.20)	0.22 (0.28)
American Indian/Alaska Native	-0.01 (0.26)	-0.56* (0.25)	0.02 (0.22)	0.01 (0.39)	0.38 (0.54)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	0.53* (0.21)	0.06 (0.19)	-0.09 (0.19)	0.47* (0.21)	0.67* (0.34)
<b>Filipino</b>	0.45* (0.22)	-0.17 (0.21)	-0.19 (0.19)	0.45* (0.21)	0.29 (0.30)
<b>Hispanic/Latino</b>	0.30 (0.20)	-0.13 (0.17)	-0.28 (0.16)	0.19 (0.19)	0.17 (0.27)
<b>Pacific Islander</b>	0.48 (0.29)	-0.44 (0.29)	-0.48 (0.27)	0.00 (.)	-0.34 (0.42)
<b>Two or more</b>	0.49* (0.20)	-0.17 (0.19)	-0.32 (0.17)	0.25 (0.20)	0.11 (0.28)
<b>White</b>	0.45* (0.20)	-0.09 (0.18)	-0.22 (0.17)	0.31 (0.20)	0.19 (0.28)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF
<b>Female</b>	0.25 (0.36)	-0.03 (0.02)	-0.10*** (0.03)	0.17 (0.43)	-0.01 (0.38)
<b>Male</b>	0.35 (0.36)	REF	REF	0.26 (0.43)	0.05 (0.38)
<b>No reported gender</b>	REF	0.00 (.)	0.00 (.)	REF	REF
<b>English learners</b>	-0.10*** (0.03)	-0.12*** (0.03)	-0.17*** (0.03)	-0.27*** (0.04)	-0.12* (0.06)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foster youths	-0.26 (0.16)	0.37 (0.20)	-0.14 (0.12)	-0.12 (0.20)	-0.06 (0.46)
Homeless students	0.00 (0.04)	0.02 (0.05)	0.06 (0.07)	-0.10 (0.08)	0.18* (0.09)
Migrant students	0.02 (0.09)	0.18 (0.13)	0.18 (0.11)	0.24 (0.31)	-0.40 (0.48)
Socioeconomically disadvantaged	-0.01 (0.03)	-0.01 (0.03)	-0.07* (0.03)	-0.08 (0.04)	-0.10 (0.06)
Students with disabilities	-0.22*** (0.03)	-0.23*** (0.03)	-0.33*** (0.04)	-0.12* (0.05)	-0.21*** (0.06)
Constant	-21.01*** (0.56)	-21.49*** (0.46)	-17.38*** (0.44)	-17.20*** (0.67)	-16.53*** (0.77)
<i>n</i>	<b>2,758</b>	<b>2,676</b>	<b>2,220</b>	<b>1,440</b>	<b>1,000</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E9. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Summer/Supplemental Programming on Smarter Balanced Mathematics Scale Scores**

<b>Variable</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Summer/supplemental program participation</b>	0.00 (0.01)	0.02 (0.02)	-0.05** (0.02)	-0.01 (0.02)	-0.01 (0.03)
<b>Prior year’s outcome</b>	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
<b>African American</b>	-0.12 (0.08)	-0.14 (0.08)	0.05 (0.10)	0.05 (0.10)	-0.01 (0.15)
<b>American Indian/Alaska Native</b>	-0.06 (0.13)	-0.23 (0.12)	0.01 (0.17)	0.03 (0.19)	-0.06 (0.19)
<b>Asian</b>	0.15 (0.08)	0.16* (0.08)	0.46*** (0.10)	0.45*** (0.10)	0.34* (0.15)
<b>Filipino</b>	0.11 (0.10)	0.11 (0.10)	0.35** (0.13)	0.33** (0.12)	0.08 (0.19)
<b>Hispanic/Latino</b>	-0.04 (0.08)	-0.07 (0.07)	0.20* (0.10)	0.15 (0.10)	-0.00 (0.14)
<b>Pacific Islander</b>	0.03 (0.13)	-0.22 (0.16)	0.25 (0.21)	0.11 (0.18)	-0.25 (0.33)
<b>Two or more</b>	0.03 (0.08)	-0.03 (0.08)	0.26* (0.11)	0.21 (0.11)	0.10 (0.17)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>White</b>	0.02 (0.08)	-0.01 (0.08)	0.28** (0.10)	0.20* (0.10)	0.08 (0.15)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF
<b>Female</b>	-0.14 (0.34)	-0.10 (0.27)	0.09 (0.27)	-0.08*** (0.02)	-0.00 (0.02)
<b>Male</b>	-0.08 (0.34)	-0.09 (0.27)	0.13 (0.27)	REF	REF
<b>No reported gender</b>	REF	REF	REF	0.00 (.)	0.00 (.)
<b>English learners</b>	-0.07*** (0.01)	-0.09*** (0.02)	-0.16*** (0.02)	-0.16*** (0.02)	-0.14*** (0.03)
<b>Foster youths</b>	-0.04 (0.05)	-0.02 (0.07)	-0.14 (0.08)	-0.18* (0.09)	-0.33* (0.13)
<b>Homeless students</b>	-0.05 (0.03)	-0.01 (0.03)	0.03 (0.04)	-0.00 (0.04)	-0.16* (0.06)
<b>Migrant students</b>	-0.00 (0.05)	0.03 (0.05)	0.03 (0.05)	0.08 (0.06)	-0.01 (0.08)
<b>Socioeconomically disadvantaged</b>	-0.10*** (0.02)	-0.06** (0.02)	-0.09*** (0.02)	-0.12*** (0.03)	-0.09* (0.04)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.18*** (0.02)	-0.21*** (0.02)	-0.29*** (0.02)	-0.07** (0.03)	-0.18*** (0.04)
Constant	-19.86*** (0.40)	-19.45*** (0.35)	-17.41*** (0.38)	-16.46*** (0.26)	-15.32*** (0.36)
<i>n</i>	<b>8,908</b>	<b>7,782</b>	<b>5,644</b>	<b>5,240</b>	<b>2,384</b>

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E10. Full Analysis Models Estimating the Impact of the California Department of Education's Expanded Learning 2022–23 Before School Programming on Smarter Balanced English Language Arts Scale Scores

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Before school program participation	0.04 (0.06)	0.06 (0.05)	-0.15** (0.05)	0.06 (0.06)	-0.07 (0.05)
Prior year's outcome	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
African American	-0.84* (0.33)	-0.19 (0.18)	-0.26 (0.36)	-0.19 (0.22)	0.15 (0.33)
American Indian/Alaska Native	-0.57 (0.43)	0.00 (.)	0.00 (.)	0.00 (.)	0.42 (0.68)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	-0.77* (0.32)	-0.02 (0.19)	-0.14 (0.37)	0.10 (0.23)	0.46 (0.31)
<b>Filipino</b>	-0.55 (0.43)	-0.03 (0.24)	-0.31 (0.39)	0.16 (0.31)	0.16 (0.35)
<b>Hispanic/Latino</b>	-0.76* (0.31)	-0.06 (0.15)	-0.24 (0.35)	-0.04 (0.18)	0.13 (0.30)
<b>Pacific Islander</b>	0.00 (.)	0.00 (.)	0.00 (.)	-0.69 (0.47)	0.27 (0.36)
<b>Two or more</b>	-0.55 (0.34)	-0.12 (0.21)	-0.34 (0.37)	-0.04 (0.23)	0.35 (0.32)
<b>White</b>	-0.69* (0.31)	-0.09 (0.16)	-0.22 (0.36)	0.05 (0.19)	0.19 (0.31)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF
<b>Female</b>	0.04 (0.05)	0.04 (0.05)	0.12** (0.05)	-0.13* (0.06)	-0.04 (0.05)
<b>Male</b>	REF	REF	REF	REF	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>English learners</b>	-0.21** (0.06)	-0.14* (0.06)	-0.22*** (0.06)	-0.10 (0.07)	-0.16* (0.07)
<b>Foster youths</b>	-0.14 (0.25)	-0.65 (0.37)	0.24 (0.35)	-0.29 (0.17)	-0.01 (0.17)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Homeless students	0.09 (0.11)	-0.07 (0.10)	0.02 (0.11)	0.22 (0.17)	-0.11 (0.18)
Migrant students	0.02 (0.19)	-0.43 (0.25)	-0.06 (0.43)	0.00 (.)	0.13 (0.26)
Socioeconomically disadvantaged	-0.07 (0.07)	-0.12 (0.07)	-0.18** (0.06)	-0.03 (0.07)	-0.09 (0.07)
Students with disabilities	-0.21** (0.07)	-0.30*** (0.07)	-0.26*** (0.06)	-0.27** (0.08)	-0.20* (0.08)
Constant	-14.85*** (0.83)	-17.37*** (0.78)	-14.84*** (0.74)	-18.78*** (0.86)	-16.17*** (0.79)
<i>n</i>	<b>656</b>	<b>642</b>	<b>758</b>	<b>532</b>	<b>570</b>

*Note.* The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E11. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 After School Programming on Smarter Balanced English Language Arts Scale Scores**

<b>Variable</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>After school program participation</b>	-0.03*** (0.00)	-0.03*** (0.00)	-0.02** (0.01)	0.00 (0.01)	0.02** (0.01)
<b>Prior year’s outcome</b>	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
<b>African American</b>	-0.10*** (0.03)	-0.16*** (0.02)	-0.14*** (0.03)	-0.10** (0.03)	-0.03 (0.04)
<b>American Indian/Alaska Native</b>	-0.01 (0.04)	-0.09* (0.04)	-0.11* (0.04)	0.00 (0.05)	0.03 (0.06)
<b>Asian</b>	0.20*** (0.03)	0.14*** (0.03)	0.17*** (0.03)	0.26*** (0.04)	0.28*** (0.04)
<b>Filipino</b>	0.09** (0.03)	0.12*** (0.03)	0.11** (0.03)	0.19*** (0.04)	0.22*** (0.05)
<b>Hispanic/Latino</b>	0.01 (0.02)	-0.06* (0.02)	-0.04 (0.03)	0.01 (0.03)	0.05 (0.04)
<b>Pacific Islander</b>	-0.09* (0.04)	-0.04 (0.04)	-0.04 (0.05)	-0.00 (0.06)	0.05 (0.06)
<b>Two or more</b>	0.04 (0.03)	-0.04 (0.03)	0.01 (0.03)	0.05 (0.04)	0.08 (0.04)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>White</b>	0.06* (0.02)	-0.00 (0.02)	0.02 (0.03)	0.08* (0.04)	0.10* (0.04)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF
<b>Female</b>	-0.05 (0.27)	-0.24 (0.21)	0.18 (0.14)	0.14 (0.13)	-0.03 (0.12)
<b>Male</b>	-0.06 (0.27)	-0.29 (0.21)	0.11 (0.14)	0.08 (0.13)	-0.10 (0.12)
<b>No reported gender</b>	REF	REF	REF	REF	REF
<b>English learners</b>	-0.14*** (0.01)	-0.16*** (0.01)	-0.17*** (0.01)	-0.17*** (0.01)	-0.20*** (0.01)
<b>Foster youths</b>	-0.01 (0.02)	-0.06** (0.02)	-0.10*** (0.02)	-0.08** (0.03)	-0.06 (0.03)
<b>Homeless students</b>	-0.04*** (0.01)	-0.05*** (0.01)	-0.03** (0.01)	-0.01 (0.01)	-0.05** (0.02)
<b>Migrant students</b>	0.01 (0.02)	0.02 (0.02)	0.03 (0.02)	0.08** (0.02)	0.06* (0.03)
<b>Socioeconomically disadvantaged</b>	-0.11*** (0.01)	-0.09*** (0.01)	-0.10*** (0.01)	-0.11*** (0.01)	-0.09*** (0.01)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.27*** (0.01)	-0.26*** (0.01)	-0.30*** (0.01)	-0.21*** (0.01)	-0.22*** (0.01)
Constant	-16.52*** (0.27)	-16.35*** (0.22)	-16.21*** (0.16)	-17.12*** (0.16)	-16.01*** (0.16)
<i>n</i>	<b>99,098</b>	<b>91,110</b>	<b>70,350</b>	<b>48,504</b>	<b>37,176</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E12. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Before and After School Programming on Smarter Balanced English Language Arts Scale Scores

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Before and after school program participation	-0.01 (0.03)	0.00 (0.03)	0.03 (0.03)	0.05 (0.04)	0.06 (0.04)
Prior year’s outcome	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
African American	-0.19 (0.23)	-0.23 (0.17)	-0.04 (0.17)	-0.05 (0.21)	0.01 (0.32)
American Indian/Alaska Native	-0.51 (0.30)	-0.23 (0.23)	0.13 (0.23)	-0.22 (0.37)	-0.46 (0.70)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	0.06 (0.24)	0.05 (0.18)	0.24 (0.19)	0.21 (0.22)	0.34 (0.37)
<b>Filipino</b>	0.22 (0.25)	-0.12 (0.20)	0.31 (0.20)	0.07 (0.22)	0.15 (0.34)
<b>Hispanic/Latino</b>	-0.15 (0.22)	-0.08 (0.16)	0.06 (0.17)	0.01 (0.20)	0.03 (0.31)
<b>Pacific Islander</b>	0.04 (0.32)	-0.03 (0.30)	0.11 (0.27)	0.00 (.)	0.17 (0.54)
<b>Two or more</b>	-0.11 (0.23)	-0.03 (0.18)	0.17 (0.18)	0.11 (0.21)	0.04 (0.33)
<b>White</b>	-0.12 (0.23)	-0.15 (0.17)	0.11 (0.17)	0.11 (0.21)	0.15 (0.32)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF
<b>Female</b>	-0.21 (0.47)	0.09*** (0.03)	0.07** (0.03)	-0.30 (0.45)	-0.31 (0.62)
<b>Male</b>	-0.17 (0.47)	REF	REF	-0.40 (0.45)	-0.38 (0.62)
<b>No reported gender</b>	REF	0.00 (.)	0.00 (.)	REF	REF
<b>English learners</b>	-0.09** (0.03)	-0.21*** (0.03)	-0.09** (0.03)	-0.13** (0.05)	-0.17** (0.05)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foster youths	-0.11 (0.16)	-0.04 (0.19)	-0.10 (0.14)	-0.14 (0.22)	-0.15 (0.36)
Homeless students	-0.06 (0.05)	0.01 (0.05)	-0.03 (0.07)	0.05 (0.07)	-0.15 (0.09)
Migrant students	0.05 (0.10)	0.14 (0.15)	0.11 (0.11)	0.19 (0.32)	0.76 (0.63)
Socioeconomically disadvantaged	-0.12*** (0.03)	-0.11** (0.03)	-0.07* (0.04)	-0.13** (0.04)	-0.10 (0.05)
Students with disabilities	-0.25*** (0.03)	-0.31*** (0.04)	-0.31*** (0.04)	-0.17*** (0.05)	-0.25*** (0.06)
Constant	-17.70*** (0.67)	-16.86*** (0.43)	-16.80*** (0.45)	-17.08*** (0.74)	-15.90*** (0.91)
<i>n</i>	<b>2,748</b>	<b>2,656</b>	<b>2,204</b>	<b>1,442</b>	<b>990</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E13. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Summer/Supplemental Programming on Smarter Balanced English Language Arts Scale Scores**

<b>Variable</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>	<b>Grade 8</b>
<b>Summer/supplemental program participation</b>	0.01 (0.01)	-0.03 (0.02)	-0.02 (0.02)	0.00 (0.02)	-0.03 (0.03)
<b>Prior year’s outcome</b>	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
<b>African American</b>	-0.15 (0.09)	-0.16 (0.08)	-0.11 (0.10)	-0.26** (0.10)	-0.04 (0.15)
<b>American Indian/Alaska Native</b>	-0.16 (0.15)	-0.08 (0.16)	-0.32 (0.22)	-0.03 (0.17)	0.14 (0.19)
<b>Asian</b>	0.17 (0.09)	0.12 (0.08)	0.25* (0.10)	0.11 (0.10)	0.20 (0.15)
<b>Filipino</b>	0.14 (0.12)	0.04 (0.11)	0.22 (0.13)	-0.04 (0.13)	0.20 (0.18)
<b>Hispanic/Latino</b>	-0.02 (0.09)	-0.07 (0.08)	-0.01 (0.10)	-0.15 (0.09)	0.04 (0.14)
<b>Pacific Islander</b>	0.00 (0.15)	-0.14 (0.18)	-0.32 (0.24)	-0.23 (0.18)	-0.01 (0.28)
<b>Two or more</b>	-0.04 (0.10)	-0.04 (0.09)	0.02 (0.11)	-0.14 (0.11)	0.14 (0.17)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
White	0.04 (0.09)	0.03 (0.08)	0.03 (0.10)	-0.06 (0.10)	0.05 (0.15)
No reported race/ethnicity	REF	REF	REF	REF	REF
Female	-0.27 (0.26)	0.27 (0.31)	-0.09 (0.36)	0.06*** (0.02)	0.07** (0.02)
Male	-0.28 (0.26)	0.21 (0.31)	-0.17 (0.36)	REF	REF
No reported gender	REF	REF	REF	0.00 (.)	0.00 (.)
English learners	-0.11*** (0.02)	-0.14*** (0.02)	-0.17*** (0.02)	-0.15*** (0.02)	-0.18*** (0.03)
Foster youths	0.01 (0.06)	-0.04 (0.07)	0.10 (0.08)	-0.35*** (0.10)	-0.22 (0.13)
Homeless students	0.01 (0.03)	-0.12*** (0.03)	-0.03 (0.04)	-0.02 (0.04)	-0.17** (0.06)
Migrant students	0.02 (0.05)	-0.04 (0.06)	0.03 (0.06)	0.05 (0.07)	0.04 (0.08)
Socioeconomically disadvantaged	-0.12*** (0.02)	-0.09*** (0.02)	-0.08*** (0.02)	-0.06* (0.03)	-0.08* (0.04)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.26*** (0.02)	-0.28*** (0.02)	-0.24*** (0.02)	-0.24*** (0.03)	-0.10** (0.04)
Constant	-16.29*** (0.34)	-16.16*** (0.38)	-15.62*** (0.45)	-16.59*** (0.29)	-15.88*** (0.37)
<i>n</i>	<b>8,840</b>	<b>7,732</b>	<b>5,640</b>	<b>5,188</b>	<b>2,380</b>

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

#### Exhibit E14. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Before School Programming on English Language Proficiency Assessments for California Scale Scores

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Before school program participation	-0.01 (0.12)	0.11 (0.12)	-0.01 (0.11)	-0.09 (0.15)	0.25 (0.16)
Prior year’s outcome	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)
African American	0.00 (.)	0.00 (.)	-0.93 (0.70)	0.00 (.)	0.00 (.)
American Indian/Alaska Native	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	-0.24 (0.55)	0.85 (0.43)	-0.47 (0.53)	0.00 (.)	0.00 (.)
<b>Filipino</b>	0.81 (0.82)	0.67 (0.59)	0.00 (.)	0.00 (.)	-1.01 (0.90)
<b>Hispanic/Latino</b>	-0.08 (0.51)	0.80* (0.38)	-0.65 (0.48)	0.16 (0.74)	0.03 (0.43)
<b>Pacific Islander</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	-0.89 (0.83)
<b>Two or more</b>	0.00 (.)	0.88 (0.63)	0.00 (.)	0.00 (.)	0.00 (.)
<b>White</b>	REF	0.98 (0.55)	-0.84 (0.56)	0.04 (0.75)	0.59 (0.67)
<b>No reported race/ethnicity</b>	0.00 (.)	REF	REF	REF	REF
<b>Female</b>	0.23* (0.11)	0.11 (0.12)	0.19 (0.12)	0.13 (0.15)	-0.07 (0.19)
<b>Male</b>	REF	REF	REF	REF	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>English learners</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)

Variable	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foster youths	0.01 (0.34)	-0.26 (0.42)	0.00 (.)	-0.12 (0.32)	0.02 (0.75)
Homeless students	0.17 (0.16)	-0.30 (0.27)	0.30 (0.27)	0.01 (0.25)	-0.11 (0.37)
Migrant students	-0.13 (0.25)	-0.59* (0.26)	0.25 (0.48)	0.00 (.)	0.00 (.)
Socioeconomically disadvantaged	-0.26 (0.22)	-0.33 (0.22)	-0.03 (0.17)	0.00 (.)	0.00 (.)
Students with disabilities	-0.47*** (0.13)	-0.18 (0.18)	-0.23 (0.14)	-0.28 (0.18)	-0.58** (0.21)
Constant	-23.27*** (2.43)	-30.82*** (3.21)	-22.26*** (2.22)	-23.93*** (2.95)	-22.30*** (3.57)
<i>n</i>	144	144	144	88	76

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E15. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 After School Programming on English Language Proficiency Assessments for California Scale Scores**

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>After school program participation</b>	0.11 (0.08)	0.02 (0.03)	-0.01 (0.03)	-0.01 (0.02)	-0.03** (0.01)	-0.01 (0.01)	0.01 (0.01)	0.01 (0.02)	0.04* (0.02)
<b>Prior year’s outcome</b>	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.01*** (0.00)
<b>African American</b>	1.33 (1.03)	-0.31 (0.40)	0.34 (0.38)	-0.31 (0.22)	-0.03 (0.12)	0.14 (0.14)	-0.16 (0.15)	-0.21 (0.23)	-0.06 (0.22)
<b>American Indian/Alaska Native</b>	-0.03 (0.84)	-0.18 (0.42)	0.00 (.)	0.08 (0.43)	0.16 (0.15)	-0.03 (0.13)	-0.38 (0.20)	-0.04 (0.26)	-0.00 (0.25)
<b>Asian</b>	0.65 (0.61)	0.30 (0.20)	0.11 (0.17)	0.11 (0.16)	0.11 (0.07)	0.18** (0.06)	0.04 (0.08)	-0.01 (0.15)	0.11 (0.19)
<b>Filipino</b>	1.66* (0.83)	0.82* (0.37)	0.31 (0.29)	-0.03 (0.24)	0.14 (0.10)	0.01 (0.10)	-0.10 (0.14)	0.06 (0.19)	-0.01 (0.24)
<b>Hispanic/Latino</b>	0.43 (0.59)	-0.06 (0.19)	-0.07 (0.16)	-0.19 (0.16)	-0.07 (0.06)	0.02 (0.06)	-0.20** (0.07)	-0.20 (0.15)	-0.06 (0.19)
<b>Pacific Islander</b>	0.00 (.)	0.19 (0.49)	0.01 (0.38)	-0.39 (0.38)	0.14 (0.13)	-0.07 (0.12)	-0.32 (0.22)	-0.23 (0.18)	-0.20 (0.25)
<b>Two or more</b>	0.00 (.)	0.12 (0.28)	0.05 (0.38)	-0.12 (0.28)	0.19 (0.15)	0.10 (0.12)	-0.26 (0.22)	-0.36 (0.24)	-0.62 (0.52)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>White</b>	0.70 (0.65)	0.27 (0.24)	0.13 (0.18)	-0.16 (0.18)	0.11 (0.07)	0.13 (0.07)	0.07 (0.10)	-0.05 (0.16)	-0.10 (0.21)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	-0.07 (0.08)	-0.02 (0.03)	-0.03 (0.03)	-0.01 (0.02)	-0.46 (0.47)	-0.01 (0.01)	0.24 (0.49)	0.58 (0.65)	0.03 (0.02)
<b>Male</b>	REF	REF	REF	REF	-0.45 (0.47)	REF	0.24 (0.49)	0.57 (0.65)	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	REF	0.00 (.)	REF	REF	0.00 (.)
<b>English learners</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>Foster youths</b>	0.58 (0.47)	-0.01 (0.18)	-0.09 (0.15)	-0.07 (0.12)	0.01 (0.05)	-0.02 (0.05)	0.04 (0.08)	-0.04 (0.13)	-0.12 (0.10)
<b>Homeless students</b>	-0.18 (0.20)	-0.05 (0.07)	-0.15* (0.06)	-0.01 (0.05)	0.02 (0.02)	0.00 (0.02)	0.02 (0.03)	0.01 (0.03)	-0.09* (0.04)
<b>Migrant students</b>	-0.01 (0.28)	-0.02 (0.08)	-0.04 (0.07)	0.04 (0.06)	0.01 (0.02)	-0.02 (0.02)	0.04 (0.03)	0.05 (0.04)	0.03 (0.06)
<b>Socioeconomically disadvantaged</b>	-0.04 (0.16)	-0.06 (0.06)	-0.07 (0.05)	-0.12** (0.04)	-0.06*** (0.02)	-0.03 (0.02)	-0.04 (0.03)	-0.07* (0.03)	0.03 (0.04)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.20 (0.13)	-0.30*** (0.05)	-0.37*** (0.04)	-0.23*** (0.03)	-0.30*** (0.01)	-0.29*** (0.01)	-0.31*** (0.02)	-0.29*** (0.02)	-0.24*** (0.03)
Constant	-12.81*** (1.11)	-16.24*** (0.51)	-18.87*** (0.43)	-19.74*** (0.38)	-27.78*** (0.51)	-27.01*** (0.21)	-23.59*** (0.56)	-24.85*** (0.73)	-21.44*** (0.37)
<i>n</i>	464	2,602	2,748	4,102	22,568	19,958	12,094	6,950	4,788

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E16. Full Analysis Models Estimating the Impact of the California Department of Education's Expanded Learning 2022–23 Before and After School Programming on English Language Proficiency Assessments for California Scale Scores

Variable	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Before and after school program participation	0.37* (0.16)	0.21 (0.13)	-0.08 (0.12)	-0.01 (0.05)	0.06 (0.06)	0.07 (0.07)	-0.03 (0.11)	0.24 (0.13)
Prior year's outcome	0.01*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.01*** (0.00)	0.02*** (0.00)	0.02*** (0.00)
African American	0.00 (.)	0.00 (.)	0.00 (.)	-2.35* (0.92)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
American Indian/Alaska Native	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	-0.01 (0.61)	0.00 (.)	0.00 (.)	0.00 (.)

Variable	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	0.45 (0.48)	-1.25* (0.52)	0.03 (0.83)	-2.04** (0.66)	0.42 (0.40)	0.13 (0.44)	-0.12 (0.46)	0.00 (.)
<b>Filipino</b>	0.00 (.)	0.00 (.)	0.00 (.)	-1.68* (0.80)	0.47 (0.78)	0.15 (0.62)	0.43 (0.44)	0.00 (.)
<b>Hispanic/Latino</b>	REF	-0.53 (0.46)	0.12 (0.67)	-2.17*** (0.65)	0.44 (0.36)	0.07 (0.37)	-0.13 (0.28)	-0.61 (0.71)
<b>Pacific Islander</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>Two or more</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.84 (0.54)	-0.08 (0.64)	0.00 (.)	0.00 (.)
<b>White</b>	0.00 (.)	REF	REF	-1.98** (0.70)	0.81* (0.41)	-0.63 (0.51)	REF	REF
<b>No reported race/ethnicity</b>	0.00 (.)	0.00 (.)	0.00 (.)	REF	REF	REF	0.00 (.)	0.00 (.)
<b>Female</b>	-0.06 (0.16)	-0.06 (0.13)	-0.10 (0.13)	0.01 (0.05)	-0.04 (0.06)	0.03 (0.07)	-0.39 (0.52)	0.17 (0.13)
<b>Male</b>	REF	REF	REF	REF	REF	REF	-0.35 (0.52)	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	REF	0.00 (.)
<b>English learners</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)

Variable	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foster youths	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	-0.59 (0.36)	0.17 (0.38)	0.00 (.)
Homeless students	-0.13 (0.27)	0.13 (0.38)	-0.02 (0.19)	0.08 (0.08)	0.02 (0.10)	-0.14 (0.12)	0.12 (0.18)	-0.13 (0.26)
Migrant students	0.02 (0.59)	-0.23 (0.27)	-0.17 (0.30)	0.13 (0.11)	-0.13 (0.19)	-0.02 (0.14)	0.00 (.)	0.33 (0.45)
Socioeconomically disadvantaged	-0.07 (0.21)	-0.11 (0.21)	0.43 (0.22)	0.02 (0.09)	0.04 (0.10)	-0.08 (0.13)	-0.07 (0.18)	-0.20 (0.23)
Students with disabilities	-0.51 (0.28)	-0.25 (0.16)	-0.23 (0.16)	-0.27*** (0.06)	-0.25*** (0.07)	-0.27** (0.09)	-0.28* (0.13)	-0.06 (0.16)
Constant	-19.37*** (2.91)	-23.23*** (1.92)	-23.35*** (2.21)	-26.90*** (1.25)	-26.41*** (1.18)	-22.23*** (1.36)	-25.56*** (2.31)	-25.99*** (2.80)
<i>n</i>	110	106	130	706	636	410	176	120

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E17. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Summer/Supplemental Programming on English Language Proficiency Assessments for California Scale Scores**

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Summer/ supplemental program participation</b>	-0.01 (0.17)	0.00 (0.08)	0.01 (0.07)	-0.04 (0.07)	-0.03 (0.03)	0.05 (0.03)	0.07 (0.04)	-0.08 (0.04)	-0.14* (0.06)
<b>Prior year’s outcome</b>	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.01*** (0.00)	0.02*** (0.00)	0.01*** (0.00)
<b>African American</b>	0.00 (.)	0.78 (0.93)	0.89 (0.55)	0.00 (.)	0.31 (0.33)	0.40 (0.35)	0.22 (0.66)	-0.40 (0.55)	0.00 (.)
<b>American Indian/Alaska Native</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.22 (0.36)	0.07 (0.60)	0.00 (.)	0.00 (.)
<b>Asian</b>	-1.38** (0.46)	0.97 (0.56)	-0.19 (0.49)	0.47 (0.32)	0.37 (0.22)	0.46 (0.28)	0.33 (0.47)	0.38 (0.32)	-0.03 (0.34)
<b>Filipino</b>	0.00 (.)	0.00 (.)	-0.99 (0.60)	0.00 (.)	-0.10 (0.39)	0.15 (0.43)	0.27 (0.57)	-0.15 (0.41)	0.00 (.)
<b>Hispanic/Latino</b>	-1.62*** (0.43)	0.80 (0.54)	-0.28 (0.47)	0.37 (0.30)	0.20 (0.21)	0.22 (0.27)	0.09 (0.46)	0.05 (0.30)	-0.07 (0.30)
<b>Pacific Islander</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	-0.50 (0.34)	0.15 (0.55)	-0.30 (0.66)	0.00 (.)	-0.68 (0.56)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Two or more</b>	0.00 (.)	1.99* (0.94)	0.00 (.)	1.41** (0.44)	0.23 (0.52)	0.00 (.)	0.39 (0.57)	0.00 (.)	0.00 (.)
<b>White</b>	REF	1.20* (0.59)	-0.07 (0.49)	-0.08 (0.38)	0.43 (0.23)	0.31 (0.29)	0.28 (0.49)	0.04 (0.35)	0.28 (0.42)
<b>No reported race/ethnicity</b>	0.00 (.)	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	0.12 (0.17)	-0.03 (0.08)	-0.04 (0.07)	-0.09 (0.07)	-0.03 (0.03)	-0.06 (0.03)	-0.01 (0.04)	0.01 (0.04)	0.01 (0.06)
<b>Male</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>English learners</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>Foster youths</b>	0.00 (.)	-0.27 (0.38)	0.00 (.)	0.00 (.)	-0.02 (0.13)	-0.27 (0.20)	-0.20 (0.20)	-0.02 (0.19)	0.00 (.)
<b>Homeless students</b>	0.89 (0.62)	-0.22 (0.19)	0.09 (0.20)	0.04 (0.21)	-0.01 (0.05)	-0.14* (0.06)	0.13 (0.08)	-0.06 (0.07)	-0.17 (0.12)
<b>Migrant students</b>	-0.21 (0.48)	0.08 (0.45)	-0.11 (0.24)	-0.38 (0.30)	0.02 (0.07)	-0.04 (0.08)	0.18* (0.08)	0.03 (0.11)	0.12 (0.14)
<b>Socioeconomically disadvantaged</b>	-0.37 (0.29)	0.13 (0.15)	0.03 (0.13)	0.13 (0.14)	-0.03 (0.06)	0.07 (0.07)	-0.19* (0.08)	-0.03 (0.10)	0.17 (0.14)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.26 (0.22)	-0.46*** (0.11)	-0.24* (0.10)	-0.36*** (0.08)	-0.34*** (0.04)	-0.29*** (0.04)	-0.34*** (0.05)	-0.28*** (0.05)	-0.23** (0.08)
Constant	-10.02*** (2.87)	-17.19*** (1.26)	-20.03*** (1.18)	-18.47*** (1.02)	-26.72*** (0.59)	-23.61*** (0.64)	-22.19*** (0.78)	-23.43*** (0.73)	-18.39*** (0.88)
<i>n</i>	102	368	326	430	2,298	1,830	1,174	1,164	454

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E18. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 After School Safety and Enrichment for Teens Programming on English Language Proficiency Assessments for California Scale Scores

Variable	Grade 9	Grade 10	Grade 11	Grade 12
After School Safety and Enrichment for Teens program participation	0.16*** (0.04)	0.10** (0.04)	-0.02 (0.04)	0.19*** (0.05)
Prior year’s outcome	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.01*** (0.00)
African American	-0.16 (0.34)	0.28 (0.30)	-0.36 (0.33)	-0.60 (0.38)
American Indian/Alaska Native	0.00 (.)	1.26** (0.49)	0.00 (.)	0.00 (.)

Variable	Grade 9	Grade 10	Grade 11	Grade 12
<b>Asian</b>	-0.03 (0.22)	0.22 (0.25)	-0.06 (0.29)	-0.11 (0.26)
<b>Filipino</b>	-0.15 (0.44)	0.25 (0.29)	-0.02 (0.33)	0.16 (0.35)
<b>Hispanic/Latino</b>	-0.12 (0.21)	0.22 (0.25)	-0.14 (0.29)	-0.08 (0.25)
<b>Pacific Islander</b>	-0.31 (0.26)	-0.37 (0.35)	0.20 (0.36)	-0.01 (0.34)
<b>Two or more</b>	0.00 (.)	0.00 (.)	-0.25 (0.41)	0.00 (.)
<b>White</b>	-0.01 (0.25)	0.38 (0.27)	-0.10 (0.31)	-0.20 (0.28)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF
<b>Female</b>	0.12** (0.04)	-0.07 (0.04)	0.04 (0.04)	-0.01 (0.05)
<b>Male</b>	REF	REF	REF	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>English learners</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)

Variable	Grade 9	Grade 10	Grade 11	Grade 12
Foster youths	0.08 (0.28)	0.00 (.)	0.13 (0.45)	-0.18 (0.37)
Homeless students	0.04 (0.10)	-0.09 (0.07)	0.02 (0.08)	-0.00 (0.09)
Migrant students	-0.23 (0.14)	-0.00 (0.10)	-0.07 (0.11)	-0.05 (0.14)
Socioeconomically disadvantaged	-0.04 (0.09)	-0.02 (0.06)	-0.07 (0.06)	-0.02 (0.12)
Students with disabilities	-0.12* (0.05)	-0.14** (0.04)	-0.21*** (0.05)	-0.22*** (0.06)
Constant	-19.97*** (0.62)	-20.27*** (0.53)	-17.66*** (0.54)	-20.17*** (0.70)
<i>n</i>	<b>1,080</b>	<b>1,184</b>	<b>1,136</b>	<b>754</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E19. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Before School Programming on the Proportion of Students Receiving Discipline**

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Before school program participation</b>	0.02 (0.01)	0.01 (0.01)	0.01 (0.02)	0.02 (0.01)	-0.00 (0.03)	0.00 (0.02)	-0.02 (0.04)	0.01 (0.06)	0.06 (0.05)
<b>Prior year’s outcome</b>	0.01 (0.02)	0.00 (.)	0.00 (.)	-0.01 (0.04)	-0.35 (0.27)	0.39*** (0.03)	1.13*** (0.10)	0.48*** (0.07)	0.80*** (0.09)
<b>African American</b>	-0.01 (0.02)	-0.00 (0.03)	-0.03 (0.10)	0.00 (0.06)	0.24 (0.16)	0.05 (0.11)	0.16 (0.26)	0.21 (0.24)	-0.12 (0.31)
<b>American Indian/Alaska Native</b>	0.00 (.)	-0.01 (0.08)	-0.01 (0.17)	0.01 (0.09)	0.06 (0.21)	0.00 (.)	0.00 (.)	0.00 (.)	-0.29 (0.59)
<b>Asian</b>	0.00 (.)	-0.00 (0.04)	-0.02 (0.10)	0.01 (0.05)	0.05 (0.16)	-0.00 (0.11)	0.11 (0.27)	0.26 (0.26)	-0.40 (0.29)
<b>Filipino</b>	0.02 (0.01)	-0.00 (0.05)	-0.01 (0.11)	0.11* (0.06)	0.02 (0.19)	0.01 (0.13)	0.15 (0.30)	0.30 (0.33)	-0.44 (0.35)
<b>Hispanic/Latino</b>	0.00 (0.00)	0.01 (0.02)	-0.02 (0.10)	0.03 (0.04)	0.07 (0.15)	0.04 (0.10)	0.15 (0.25)	0.26 (0.21)	-0.34 (0.28)
<b>Pacific Islander</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.01 (0.12)	0.00 (.)	0.00 (.)	0.00 (.)	0.20 (0.55)	0.43 (0.36)
<b>Two or more</b>	-0.01 (0.02)	0.09** (0.03)	0.07 (0.10)	0.01 (0.05)	0.05 (0.17)	0.02 (0.12)	0.14 (0.28)	0.14 (0.27)	-0.15 (0.31)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>White</b>	-0.00 (0.00)	0.00 (.)	0.04 (0.10)	0.01 (0.05)	0.17 (0.15)	0.12 (0.11)	0.20 (0.26)	0.33 (0.22)	-0.09 (0.29)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	-0.00 (0.00)	-0.01 (0.01)	-0.03 (0.02)	-0.03* (0.01)	-0.00 (0.03)	-0.03 (0.02)	-0.13** (0.04)	-0.08 (0.06)	-0.01 (0.06)
<b>Male</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>No reported gender</b>	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)	0.00 (.)
<b>English learners</b>	-0.00 (0.00)	-0.00 (0.01)	-0.02 (0.02)	-0.03 (0.02)	-0.01 (0.03)	-0.00 (0.03)	0.05 (0.05)	-0.08 (0.08)	-0.01 (0.07)
<b>Foster youths</b>	0.00 (.)	-0.01 (0.08)	-0.03 (0.14)	-0.00 (0.07)	-0.01 (0.12)	-0.00 (0.22)	-0.08 (0.30)	0.03 (0.21)	-0.08 (0.21)
<b>Homeless students</b>	-0.01 (0.04)	-0.02 (0.03)	-0.00 (0.03)	0.01 (0.03)	0.15* (0.06)	0.07 (0.05)	-0.18 (0.11)	-0.08 (0.17)	0.22 (0.22)
<b>Migrant students</b>	-0.01 (0.06)	-0.01 (0.05)	0.02 (0.10)	-0.01 (0.08)	0.14 (0.11)	-0.03 (0.11)	-0.19 (0.43)	3.76*** (0.51)	-0.05 (0.33)
<b>Socioeconomically disadvantaged</b>	0.00 (0.00)	0.02 (0.02)	0.03 (0.02)	0.03 (0.02)	0.01 (0.04)	0.01 (0.03)	0.08 (0.06)	0.01 (0.07)	0.12 (0.07)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	0.00 (0.00)	0.02 (0.02)	0.05* (0.02)	-0.02 (0.02)	-0.03 (0.03)	0.02 (0.03)	0.03 (0.06)	0.19* (0.09)	-0.08 (0.08)
Constant	0.00 (0.01)	-0.02 (0.02)	0.01 (0.10)	-0.02 (0.05)	-0.05 (0.15)	-0.01 (0.11)	-0.09 (0.26)	-0.12 (0.22)	0.30 (0.27)
<i>n</i>	138	608	602	590	686	690	788	566	592

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E20. Full Analysis Models Estimating the Impact of the California Department of Education's Expanded Learning 2022–23 After School Programming on the Proportion of Students Receiving Discipline

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
After school program participation	-0.00 (0.00)	-0.00* (0.00)	-0.00* (0.00)	-0.00* (0.00)	-0.00 (0.00)	-0.01** (0.00)	-0.02*** (0.00)	-0.02*** (0.01)	-0.04*** (0.01)
Prior year's outcome	0.30*** (0.02)	0.36*** (0.01)	0.42*** (0.01)	0.41*** (0.01)	0.57*** (0.01)	0.41*** (0.00)	0.49*** (0.01)	0.51*** (0.01)	0.48*** (0.01)
African American	0.01 (0.01)	0.03** (0.01)	0.03** (0.01)	0.04*** (0.01)	0.07*** (0.01)	0.03* (0.01)	0.18*** (0.02)	0.16*** (0.04)	0.08 (0.04)
American Indian/Alaska Native	-0.02 (0.03)	0.04* (0.01)	0.01 (0.01)	0.04* (0.02)	0.02 (0.02)	0.03 (0.02)	0.06 (0.04)	0.11* (0.06)	0.02 (0.06)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Asian</b>	-0.02 (0.01)	-0.01 (0.01)	-0.02* (0.01)	-0.01 (0.01)	-0.00 (0.01)	-0.06*** (0.01)	-0.01 (0.03)	-0.05 (0.04)	-0.09* (0.04)
<b>Filipino</b>	-0.02 (0.02)	-0.01 (0.01)	-0.02 (0.01)	-0.01 (0.01)	0.00 (0.01)	-0.05** (0.02)	-0.02 (0.03)	-0.06 (0.04)	-0.09 (0.05)
<b>Hispanic/Latino</b>	-0.02 (0.01)	-0.00 (0.01)	-0.01 (0.01)	-0.01 (0.01)	0.01 (0.01)	-0.04** (0.01)	0.02 (0.02)	0.01 (0.04)	-0.04 (0.04)
<b>Pacific Islander</b>	-0.02 (0.03)	-0.00 (0.02)	-0.02 (0.02)	0.03 (0.02)	0.01 (0.02)	-0.02 (0.02)	-0.02 (0.04)	0.04 (0.06)	-0.01 (0.06)
<b>Two or more</b>	-0.00 (0.01)	0.01 (0.01)	-0.00 (0.01)	0.01 (0.01)	0.05*** (0.01)	-0.02 (0.02)	0.06* (0.03)	0.04 (0.04)	0.06 (0.04)
<b>White</b>	-0.01 (0.01)	0.01 (0.01)	-0.01 (0.01)	0.01 (0.01)	0.03** (0.01)	-0.03* (0.01)	0.04 (0.02)	-0.01 (0.04)	-0.02 (0.04)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	-0.01*** (0.00)	0.01 (0.07)	0.00 (0.06)	-0.07 (0.11)	-0.10 (0.12)	0.32** (0.11)	-0.08 (0.11)	-0.23 (0.13)	0.06 (0.11)
<b>Male</b>	REF	0.03 (0.07)	0.02 (0.06)	-0.04 (0.11)	-0.07 (0.12)	0.35** (0.11)	-0.04 (0.11)	-0.20 (0.13)	0.10 (0.11)
<b>No reported gender</b>	0.00 (.)	REF	REF	REF	REF	REF	REF	REF	REF
<b>English learners</b>	-0.00 (0.00)	-0.01*** (0.00)	-0.01*** (0.00)	-0.01*** (0.00)	-0.01*** (0.00)	-0.01* (0.00)	-0.01* (0.01)	0.01 (0.01)	0.01 (0.01)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Foster youths	0.04*** (0.01)	0.04*** (0.01)	0.03*** (0.01)	0.05*** (0.01)	0.10*** (0.01)	0.11*** (0.01)	0.18*** (0.02)	0.29*** (0.03)	0.38*** (0.03)
Homeless students	0.01 (0.01)	0.01* (0.00)	0.00 (0.00)	0.01 (0.00)	0.02*** (0.00)	0.03*** (0.01)	0.04*** (0.01)	0.10*** (0.02)	0.07*** (0.02)
Migrant students	-0.01 (0.01)	0.00 (0.01)	0.01 (0.01)	0.00 (0.01)	0.01 (0.01)	0.01 (0.01)	-0.03 (0.02)	-0.05 (0.03)	-0.01 (0.03)
Socioeconomically disadvantaged	0.01 (0.00)	0.01** (0.00)	0.01*** (0.00)	0.01*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.04*** (0.01)	0.04*** (0.01)	0.03** (0.01)
Students with disabilities	0.02*** (0.00)	0.03*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.02*** (0.00)	0.04*** (0.01)	0.06*** (0.01)	0.06*** (0.01)
Constant	0.02 (0.01)	-0.02 (0.07)	0.01 (0.06)	0.07 (0.11)	0.08 (0.12)	-0.28* (0.11)	0.08 (0.11)	0.27 (0.14)	0.03 (0.11)
<i>n</i>	<b>16,408</b>	<b>83,852</b>	<b>96,792</b>	<b>102,226</b>	<b>101,790</b>	<b>93,324</b>	<b>72,052</b>	<b>50,024</b>	<b>38,284</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E21. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Before and After School Programming on the Proportion of Students Receiving Discipline**

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>Before and after school program participation</b>	-0.00 (0.00)	0.01 (0.01)	-0.01 (0.01)	0.04 (0.02)	0.00 (0.01)	-0.01 (0.01)	0.01 (0.03)	-0.08 (0.05)	-0.04 (0.04)
<b>Prior year’s outcome</b>	0.00 (.)	0.32** (0.10)	0.16*** (0.03)	0.33*** (0.02)	0.16*** (0.03)	0.33*** (0.03)	0.27*** (0.04)	0.54*** (0.06)	0.13*** (0.04)
<b>African American</b>	-0.00 (0.00)	0.05 (0.06)	0.05 (0.05)	0.17* (0.07)	0.09 (0.07)	0.11 (0.07)	0.17 (0.14)	-0.02 (0.18)	-0.21 (0.19)
<b>American Indian/Alaska Native</b>	0.00 (0.00)	-0.01 (0.14)	0.07 (0.07)	0.08 (0.13)	0.35*** (0.09)	0.20* (0.10)	0.05 (0.19)	-0.34 (0.37)	-0.31 (0.30)
<b>Asian</b>	-0.00 (0.00)	0.00 (0.07)	0.02 (0.06)	0.10 (0.08)	0.01 (0.07)	0.02 (0.08)	-0.03 (0.16)	-0.37 (0.20)	-0.33 (0.24)
<b>Filipino</b>	-0.00 (0.00)	0.00 (0.08)	-0.00 (0.07)	0.10 (0.08)	0.04 (0.08)	0.02 (0.09)	0.01 (0.16)	-0.31 (0.20)	-0.36 (0.21)
<b>Hispanic/Latino</b>	0.00 (0.00)	0.00 (0.06)	0.02 (0.05)	0.11 (0.07)	0.03 (0.07)	0.05 (0.07)	0.03 (0.13)	-0.20 (0.17)	-0.24 (0.19)
<b>Pacific Islander</b>	0.00 (0.00)	-0.02 (0.19)	0.00 (0.12)	0.11 (0.12)	0.00 (0.10)	-0.01 (0.12)	-0.05 (0.24)	0.00 (.)	1.04*** (0.29)
<b>Two or more</b>	0.00 (0.00)	0.13* (0.06)	0.04 (0.05)	0.13 (0.07)	0.03 (0.07)	0.07 (0.08)	0.05 (0.14)	-0.11 (0.19)	-0.29 (0.20)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>White</b>	-0.00 (0.00)	0.01 (0.06)	0.02 (0.05)	0.14* (0.07)	0.02 (0.07)	0.10 (0.07)	-0.01 (0.14)	-0.25 (0.18)	-0.26 (0.19)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	0.00 (0.00)	-0.03** (0.01)	0.03 (0.15)	-0.03* (0.01)	0.01 (0.19)	-0.02 (0.01)	-0.04 (0.02)	-1.21** (0.44)	0.04 (0.32)
<b>Male</b>	REF	REF	0.05 (0.15)	REF	0.04 (0.19)	REF	REF	-1.15** (0.44)	0.05 (0.32)
<b>No reported gender</b>	0.00 (.)	0.00 (.)	REF	0.00 (.)	REF	0.00 (.)	0.00 (.)	REF	REF
<b>English learners</b>	-0.00 (0.00)	-0.00 (0.01)	-0.01 (0.01)	-0.01 (0.01)	-0.00 (0.01)	0.02 (0.01)	-0.04 (0.03)	0.06 (0.04)	0.02 (0.04)
<b>Foster youths</b>	-0.00 (0.00)	-0.01 (0.06)	0.00 (0.03)	0.16* (0.07)	0.06 (0.06)	-0.04 (0.08)	0.06 (0.11)	0.11 (0.22)	-0.18 (0.32)
<b>Homeless students</b>	-0.00 (0.00)	-0.00 (0.02)	-0.01 (0.02)	-0.00 (0.02)	0.02 (0.02)	-0.01 (0.02)	-0.04 (0.06)	0.10 (0.08)	0.13* (0.06)
<b>Migrant students</b>	0.00 (.)	-0.01 (0.05)	0.08 (0.04)	0.00 (0.05)	-0.02 (0.04)	-0.04 (0.06)	0.07 (0.09)	-0.27 (0.34)	-0.05 (0.33)
<b>Socioeconomically disadvantaged</b>	0.00 (0.00)	0.01 (0.01)	0.00 (0.01)	0.00 (0.02)	0.02 (0.01)	0.00 (0.02)	0.05 (0.03)	-0.01 (0.04)	-0.02 (0.04)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Students with disabilities	-0.00 (0.00)	0.00 (0.02)	0.04*** (0.01)	0.01 (0.02)	0.01 (0.01)	0.00 (0.01)	0.12*** (0.03)	0.09* (0.05)	-0.04 (0.04)
Constant	0.01 (0.00)	0.01 (0.06)	-0.05 (0.16)	-0.08 (0.07)	-0.05 (0.20)	-0.01 (0.07)	0.03 (0.13)	1.53** (0.47)	0.32 (0.37)
<i>n</i>	<b>466</b>	<b>2,312</b>	<b>2,638</b>	<b>2,814</b>	<b>2,848</b>	<b>2,744</b>	<b>2,280</b>	<b>1,472</b>	<b>1,026</b>

Note. The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

### Exhibit E22. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 Summer/Supplemental Programming on the Proportion of Students Receiving Discipline

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Summer/supplemental program participation	-0.01 (0.01)	0.01 (0.01)	-0.01 (0.01)	-0.00 (0.01)	0.01 (0.01)	-0.01 (0.01)	0.01 (0.02)	0.02 (0.02)	0.01 (0.03)
Prior year’s outcome	0.15*** (0.01)	0.96*** (0.03)	0.33*** (0.01)	0.46*** (0.01)	0.47*** (0.01)	0.51*** (0.01)	0.36*** (0.02)	0.42*** (0.02)	0.54*** (0.02)
African American	0.05 (0.04)	0.07** (0.03)	0.06* (0.03)	0.05 (0.03)	0.10* (0.04)	0.12* (0.05)	0.23** (0.08)	-0.02 (0.11)	0.39* (0.16)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>American Indian/Alaska Native</b>	-0.02 (0.08)	0.07 (0.06)	-0.02 (0.06)	0.21*** (0.05)	0.00 (0.07)	0.11 (0.09)	0.16 (0.14)	-0.31 (0.19)	1.09*** (0.21)
<b>Asian</b>	-0.00 (0.04)	0.02 (0.03)	-0.02 (0.03)	0.00 (0.03)	0.00 (0.04)	-0.00 (0.05)	-0.01 (0.08)	-0.26* (0.11)	0.10 (0.16)
<b>Filipino</b>	0.01 (0.06)	-0.00 (0.04)	-0.02 (0.04)	-0.00 (0.04)	0.02 (0.05)	-0.00 (0.07)	-0.02 (0.11)	-0.25 (0.14)	0.12 (0.21)
<b>Hispanic/Latino</b>	0.02 (0.03)	0.01 (0.02)	-0.01 (0.03)	0.00 (0.02)	0.01 (0.04)	0.02 (0.05)	0.02 (0.08)	-0.20 (0.11)	0.21 (0.15)
<b>Pacific Islander</b>	0.01 (0.07)	-0.01 (0.05)	-0.01 (0.05)	0.16*** (0.04)	0.05 (0.07)	0.06 (0.11)	0.10 (0.19)	0.07 (0.20)	0.03 (0.34)
<b>Two or more</b>	0.02 (0.04)	0.06* (0.03)	0.00 (0.03)	0.05 (0.03)	0.07 (0.04)	0.01 (0.06)	0.12 (0.09)	-0.18 (0.13)	0.18 (0.18)
<b>White</b>	0.02 (0.04)	0.04 (0.03)	0.02 (0.03)	0.02 (0.02)	0.03 (0.04)	0.06 (0.05)	0.11 (0.08)	-0.20 (0.11)	0.17 (0.17)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF	REF	REF	REF	REF	REF
<b>Female</b>	-0.03 (0.15)	0.04 (0.19)	-0.02*** (0.01)	0.04 (0.26)	-0.01 (0.24)	0.04 (0.18)	0.25 (0.27)	-0.31 (0.53)	-0.07* (0.03)
<b>Male</b>	-0.02 (0.15)	0.06 (0.19)	REF	0.07 (0.26)	0.03 (0.24)	0.08 (0.18)	0.30 (0.27)	-0.29 (0.53)	REF
<b>No reported gender</b>	REF	REF	0.00 (.)	REF	REF	REF	REF	REF	0.00 (.)

Variable	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
English learners	-0.01 (0.01)	-0.02* (0.01)	-0.01 (0.01)	-0.01 (0.01)	-0.00 (0.01)	-0.03** (0.01)	-0.00 (0.02)	0.05 (0.02)	0.05 (0.03)
Foster youths	0.19*** (0.03)	0.12*** (0.02)	-0.01 (0.02)	0.16*** (0.02)	0.11*** (0.03)	0.04 (0.04)	0.06 (0.07)	0.50*** (0.10)	0.27 (0.14)
Homeless students	-0.02 (0.02)	0.00 (0.01)	0.00 (0.01)	-0.00 (0.01)	0.04* (0.02)	0.02 (0.02)	0.05 (0.03)	0.08 (0.04)	0.15* (0.07)
Migrant students	-0.00 (0.03)	-0.01 (0.02)	0.00 (0.02)	-0.01 (0.02)	-0.01 (0.03)	-0.00 (0.04)	-0.02 (0.05)	0.00 (0.08)	-0.09 (0.09)
Socioeconomically disadvantaged	-0.01 (0.01)	0.02* (0.01)	0.01 (0.01)	0.01 (0.01)	0.02 (0.01)	0.03** (0.01)	0.06** (0.02)	0.03 (0.03)	0.06 (0.04)
Students with disabilities	0.02 (0.01)	0.03*** (0.01)	0.04*** (0.01)	0.01* (0.01)	0.04*** (0.01)	0.04** (0.01)	0.01 (0.02)	0.02 (0.03)	0.02 (0.04)
Constant	0.03 (0.15)	-0.07 (0.19)	0.03 (0.03)	-0.06 (0.26)	-0.04 (0.25)	-0.06 (0.18)	-0.29 (0.29)	0.57 (0.54)	-0.13 (0.16)
<i>n</i>	<b>2,966</b>	<b>11,674</b>	<b>11,874</b>	<b>10,554</b>	<b>9,326</b>	<b>8,142</b>	<b>5,936</b>	<b>5,518</b>	<b>2,646</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

**Exhibit E23. Full Analysis Models Estimating the Impact of the California Department of Education’s Expanded Learning 2022–23 After School Safety and Enrichment for Teens Programming on the Proportion of Students Receiving Discipline**

<b>Variable</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>After School Safety and Enrichment for Teens program participation</b>	-0.04*** (0.01)	-0.03*** (0.01)	-0.01 (0.01)	0.02* (0.01)
<b>Prior year’s outcome</b>	0.23*** (0.01)	0.34*** (0.01)	0.24*** (0.01)	0.23*** (0.01)
<b>African American</b>	0.14* (0.07)	0.10* (0.05)	0.08 (0.06)	0.09 (0.05)
<b>American Indian/Alaska Native</b>	0.33** (0.11)	0.14 (0.09)	-0.05 (0.08)	-0.03 (0.08)
<b>Asian</b>	0.00 (0.07)	-0.03 (0.05)	-0.01 (0.06)	0.01 (0.05)
<b>Filipino</b>	-0.01 (0.08)	-0.04 (0.06)	0.00 (0.06)	0.01 (0.05)
<b>Hispanic/Latino</b>	0.03 (0.07)	-0.02 (0.05)	0.01 (0.05)	0.02 (0.05)
<b>Pacific Islander</b>	0.12 (0.09)	-0.02 (0.07)	0.01 (0.07)	0.01 (0.06)
<b>Two or more</b>	0.12 (0.08)	0.02 (0.06)	0.04 (0.06)	0.01 (0.05)

Variable	Grade 9	Grade 10	Grade 11	Grade 12
<b>White</b>	0.06 (0.07)	-0.01 (0.05)	0.02 (0.06)	0.04 (0.05)
<b>No reported race/ethnicity</b>	REF	REF	REF	REF
<b>Female</b>	0.06 (0.18)	0.04 (0.11)	0.04 (0.10)	0.04 (0.12)
<b>Male</b>	0.11 (0.18)	0.07 (0.11)	0.08 (0.10)	0.07 (0.12)
<b>No reported gender</b>	REF	REF	REF	REF
<b>English learners</b>	0.03* (0.01)	0.02 (0.01)	0.01 (0.01)	0.01 (0.01)
<b>Foster youths</b>	0.13* (0.06)	0.11* (0.05)	0.04 (0.04)	0.07 (0.05)
<b>Homeless students</b>	0.00 (0.03)	0.01 (0.02)	0.03 (0.02)	0.01 (0.02)
<b>Migrant students</b>	-0.08 (0.05)	0.02 (0.04)	0.04 (0.03)	-0.03 (0.03)
<b>Socioeconomically disadvantaged</b>	0.04** (0.01)	0.02* (0.01)	0.01 (0.01)	0.02 (0.01)

Variable	Grade 9	Grade 10	Grade 11	Grade 12
Students with disabilities	0.05*** (0.01)	0.04*** (0.01)	0.02* (0.01)	-0.01 (0.01)
Constant	-0.07 (0.19)	-0.01 (0.12)	-0.04 (0.12)	-0.07 (0.13)
<i>n</i>	<b>10,692</b>	<b>12,608</b>	<b>12,444</b>	<b>9,594</b>

**Note.** The exhibit shows the coefficients and standard errors (in parentheses) from the hierarchical linear models. *n* = number of students in group. Coefficients of 0.00 with no reported standard error were omitted because of nonexistence or nonvariance in the samples. REF indicates the variable that was used for the reference category for the set of gender variables or the set of race/ethnicity variables. Statistical significance is indicated by \*  $p < .05$ , \*\*  $p < .01$ , \*\*\*  $p < .001$ .

## Appendix F. Results of Financial Gains Calculations

**Exhibit F1. Potential Financial Gains for Differences in Allocated Funding as a Result of Increases in Attendance for Expanded Learning Participants in the 2022–23 Academic Year**

Grade	Before School Elementary/Middle	After School Elementary/Middle	Before School and After School Elementary/Middle	Summer/ Supplemental Elementary/Middle	High School Programming
K	\$25,649	\$1,524,424	\$129,916	\$275,259	N/A
1	\$113,003	\$7,792,366	\$429,708	\$1,084,865	N/A
2	\$55,944	\$8,994,881	\$245,149	\$1,103,451	N/A
3	\$109,657	\$9,499,862	\$261,505	\$980,783	N/A
4	\$63,750	\$9,459,345	\$264,665	\$866,665	N/A
5	\$64,122	\$8,672,599	\$510,000	\$0	N/A
6	\$0	\$6,695,792	\$211,880	\$551,632	N/A
7	\$52,598	\$9,297,461	\$273,586	\$0	N/A
8	\$110,029	\$7,115,093	\$190,692	\$0	N/A
9	N/A	N/A	N/A	N/A	\$3,974,430
10	N/A	N/A	N/A	N/A	\$4,686,646
11	N/A	N/A	N/A	N/A	\$4,625,684

Grade	Before School Elementary/Middle	After School Elementary/Middle	Before School and After School Elementary/Middle	Summer/ Supplemental Elementary/Middle	High School Programming
12	N/A	N/A	N/A	N/A	\$4,457,852
<b>Total</b>	\$594,752	\$69,051,822	\$2,517,102	\$4,862,655	\$17,744,612

**Note.** Funding gain calculated using CDE ADA rate of \$18,586 for 2022–23 academic year. The total row is calculated before rounding and may not equate to the sum of the grade level values as they appear in the exhibit.