

California Department of Education

Report to the Legislature, Legislative Analyst's Office and the Governor:

Characteristics of Schools and Students Participating in After School Programs 2017 Report



Prepared by the

Expanded Learning Division

Teaching, Learning, and Support Branch

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Description: Senate Bill 1221 (Hancock), Statutes of 2014, Section 9, and California *Education Code* Section 8428, requires 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 programs and the characteristics of the students participating in them.

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California Department of Education

Report to the Governor, Legislature, and the Legislative Analyst's Office:

Characteristics of Schools and Students Participating in

After School Programs 2017 Report

Executive Summary

The California Department of Education (CDE) oversees the most extensive system of high-quality after school programs in the nation through two initiatives: The state-funded After School Education and Safety (ASES) Program, for students in grades kindergarten through nine, and the federally funded 21st Century Community Learning Centers (21st CCLC) Program, including the After School Safety and Enrichment for Teens program for high school students. These programs currently operate at approximately 4,500 sites and serve nearly 820,000 students annually in grades kindergarten through twelve.

Senate Bill 1221 (Hancock), Chapter 370, Statutes of 2014, signed by the Governor on September 16, 2014, requires the CDE to submit a Biennial Report to the Legislature regarding the type, distribution, and quality of these programs and the characteristics of the students participating in them, including their number and demographics, program attendance, academic performance, behavior, and skill development.

This first report submitted in compliance with this statute summarizes analyses of new information now available through the CDE's improved data collection efforts. The analyses compared schools that received CDE grant funding for after school and other expanded learning programs (i.e., before school and summer) to other non-grantee schools; also compared were students participating in expanded learning programs with non-participating students. The report also provides an overview of why expanded learning programs are important, the characteristics of high-quality programs, and a description of the commitment and actions the CDE has made through its Expanded Learning Division to ensure that ASES and 21st CCLC grantees serve students most in need and that programs meet the highest quality standards.

California not only leads the nation in the scale and scope of its expanded learning programs, but also plays a national leadership role as a model for quality-improvement efforts. It has been ranked number one in the nation by an independent study based on a national survey of participation, access, public support, and family satisfaction.

The evidence in this report documents that the CDE's expanded learning programs are reaching the neediest youth. Overall, CDE grantees have had a positive impact on an important outcome indicator including school attendance.

- As intended, schools that receive this funding predominantly serve economically disadvantaged students and students of color. Over one-third of students (36 percent) in grantee schools are also English learners (ELs).
- Within grantee schools, an average of 35 percent of students participate in the CDE-funded after school programs. Program participants are representative of the larger student body.
- Program participants, and specifically those who were ELs in grades nine through twelve, report significantly higher school day attendance than their peers who do not participate in expanded learning programs. Across all grades, expanded learning program participants attended an average of 3.5 to 17 more days of school compared to their non-participating peers.
- The increase in school day attendance for expanded learning participants specifically is equivalent to approximately \$163,251,341 in average daily attendance funding for schools.

Overview and Report Purpose

The California Department of Education (CDE) oversees the most extensive system of high-quality after school programs in the nation through two initiatives: The state-funded After School Education and Safety (ASES) Program, for students in grades kindergarten through nine, and the federally funded 21st Century Community Learning Centers (21st CCLC) Program, including the After School Safety and Enrichment for Teens (ASSETs) program for high school students. These programs currently operate at approximately 4,500 sites and serve nearly 820,000 students annually in grades kindergarten through twelve.

Senate Bill (SB) 1221 (Hancock), Chapter 370, Statutes of 2014, signed by the Governor on September 16, 2014, requires the CDE to submit a Biennial Report to the Legislature regarding the type and quality of these programs and the characteristics of the students participating in them. Specifically, Section 9 of the statute calls for the CDE to provide the following information:

- The number, geographical distribution, and site and grantee type
- Pupil demographics and characteristics
- Pupil program and school day attendance
- Statewide test and assessment scores
- Pupil behavior changes and skill development
- The quality of programs

This is the first report submitted in compliance with this statute. It begins with an overview of why after school programs are important, the characteristics of high-quality programs, and a description of the commitment and actions the CDE has made to ensure that ASES and 21st CCLC grantees serve students most in need and that programs meet the highest quality standards.

In compliance with SB 1221, Section 9 requirements, the results of analyses conducted draw on currently available data. Due to improvements in its data-collection efforts, the CDE is able for the first time to report with any specificity on the youth served by ASES and 21st CCLC grantees. More recent improvements in the CDE's data system will enable the agency to provide additional quality data in future reports, including a broader range of program outcomes. The methodology is reported in Appendix A.

Key Findings

The results of the analyses summarized in this report reveal the following:

- As intended, schools that receive CDE funding for after school programs predominantly serve economically disadvantaged students and students of color.¹ Over one-third of students (36 percent) in grantee schools are also English learners (ELs).
- Within grantee schools, an average of 35 percent of students participate in the CDE-funded after school programs. Program participants are representative of the larger student body.
- Program participants, and specifically EL students in grades nine through twelve, report significantly higher school day attendance than their peers who do not participate in after school programs. Across all grades, after school program participants attended an average of 3.5 to 17 more days of school compared to their non-participating peers.
- The increase in school day attendance for after school participants specifically is equivalent to approximately \$163,251,341 in average daily attendance (ADA) funding for schools.²

¹ CDE-funded after school programs include before school, after school, and supplemental programs funded through the CDE Expanded Learning Division.

² The estimate represents potential increases in ADA funding for schools based on increases in school day attendance. The estimate represents potential increases related to participation in elementary and middle school after school programs and high school ASSETs after school programs.

The Importance of After School Programs

The term “after school” has long been applied to programs that occur before school, between school terms, and during the summer. This lack of specificity led to the adoption of terms such as out-of-school-time (OST) and expanded learning to refer to this broader array of programs. Regardless of the label, a common trait that separates these programs from being simply a collection of extra-curricular activities is that they are—by intent—regular, structured, or semi-structured programs with the minimum goal of providing youth with a safe, supervised environment beyond the school day.

Research shows that youth with unstructured and unsupervised time after school are more likely to engage in risky behaviors, including substance usage and criminal actions, and are less likely to be safe and do well in school. In California, programs aim to provide educational and developmental enrichment that address the needs of the whole child and help promote success in both school and life, particularly among minority and low-income youth most in need.

The origins of after school programs date back to the early 20th century and follow the implementation of compulsory education and child labor laws as the needs developed for a safe and supervised place for youth to be when school ends. In the last decades of the century, interrelated socioeconomics, education, culture, and family developments fueled calls for after school programs expansion both in number and purpose, due to the following:

- The growth of female labor force participation and single-parent families, resulting in a rising number of “latchkey” youth under self-care after school
- Concerns about declining academic achievement and graduation rates, particularly the gaps that were evident between racial and ethnic minorities and White students
- The growth of adolescent involvement in risk behaviors, such as substance use, early sexual activity, crime, and violence, especially among unsupervised youth in the hours between the end of school and parents returning from work
- Research documenting the ineffectiveness of current prevention approaches and the importance of providing youth with developmental supports (such as positive adult relationships and opportunities for meaningful participation) and building social-emotional competencies (such as interpersonal skills, self-management,

and responsible decision-making) that promote resilience and positive educational, behavioral, and health outcomes

In response to these developments, a transformation in the perception and goals of after school programs occurred by the end of the 20th century. After school programs were rightfully perceived as an important means to address these needs by helping support working families, reducing involvement in substance use and other risk behaviors, improving safety and lowering victimization, and providing additional academic and developmental enrichment. In 1994, the federal government prioritized after school programs by enacting the 21st CCLC as a way to target high-poverty, low-performing schools. After school programs expanded the learning that occurs in the school by offering tutoring, homework assistance, and other more exploratory educational supports.

At the same time, they were highly influenced by the emerging positive youth development movement to focus on providing developmental supports and opportunities and building social-emotional skills, which were not the primary focus or area of expertise of the traditional school.

Although after school programs vary in scope, activities, and strategies, the overarching goal of the field is to not only keep youth safe, but to provide a structured place that offers educational and developmental support. Typically, high-quality programs aim to provide positive activities, adult/peer interactions, and role models; foster a sense of value and connectedness with school and community; and build the academic and personal skills and values youth need to succeed in school, career, and life to become productive, contributing citizens. These are goals and program characteristics that have guided the work of the CDE after school program.

What Research Tells Us

Early program evaluations yielded mixed and inconclusive findings on various outcomes. However, a growing body of research finds that high-quality after school and other expanded learning programs (ELPs) that purposely provide academic and/or developmentally enriching services have positively impacted a wide range of student outcomes, including the following:

- School attendance and academic motivation

- Academic work habits, homework completion, English language development, and academic achievement (e.g., student grades and test scores)
- Social-emotional development, behavior, and discipline

In a review of 68 studies, Durlak, Weissberg, and Pachan (2010) found certain types of after school programs were associated with significant improvements in school connectedness, academic indicators (e.g., test scores, grades, 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, founding dean of the University of California, Irvine School of Education, has argued that high-quality programs show promise for closing the achievement gap and have positive effects on school attendance, task persistence, academic work habits, and student grades.

Program participation was linked to positive social and behavioral outcomes such as improved social skills with peers; increased prosocial behavior; and reductions in aggression, misconduct (e.g., skipping school, getting into fights), and substance use as well as increased student engagement, intrinsic motivation, concentrated effort, and positive states of mind (Shernoff and Vandell, 2008; Vandell, Reisner, and Pierce, 2007; Vandell 2014). This study concludes, “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 of nearly 70 research studies, reports, essays, and commentaries by more than 100 prominent researchers and thought leaders, *Opportunities for Student Success Expanding Minds and Opportunities*, located on the Expanded Learning & Afterschool Project web page at <https://www.expandinglearning.org/expandingminds>, demonstrates the power of quality expanded learning opportunities to:

- Promote student success and 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.

This cumulative body of evidence led Peterson, Fowler, and Dunham (2013) to conclude, “Now we know: quality after school and summer learning opportunities work. We know that quality Durlak [identified] are associated with increased academic performance, increased attendance in school, significant improvement in behavior and social and emotional development, and greater opportunities for hands-on learning in important areas that are not typically available during the school day.”

More recently, McCombs, Whitaker, and Youngmin (2017) found evidence that multipurpose programs deliberately focused on social and emotional skill development were linked to reduced risk behaviors and that programs specifically targeting academic instruction and skill development can improve student achievement and 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.”

Social Return on Investment

In addition to these positive student benefits, there are a wide range of broader socioeconomic benefits from after school programs. After school programs support working families and save tax payer dollars by improving academic performance, building skills, reducing juvenile crime and welfare costs, and increasing students’ future earning potential. A cost-benefit analysis of the potential effect of California Proposition 49 (which provided \$550 million in annual funding for after school programs) found that for every dollar invested in after school programs, there is up to three dollars in community savings (Brown et al. 2002).

Improving Opportunity for Underserved Youth

High-quality after school programs provide students with supports and opportunities needed to succeed and thrive that many students do not always fully receive within the school day. Providing such supports and opportunities is especially important to many economically disadvantaged and marginalized youth. Economically disadvantaged students are at a high likelihood of trailing substantially behind the more-affluent peers on academic achievement tests. Similar patterns also occur, on average, for Latino and Black students compared to White students. The achievement gaps are inextricably connected, as a disproportionate number of economically disadvantaged families are people of color.

At a national level, it has been estimated that youth from higher-income families are twice as likely to access enrichment and skill-building opportunities as their peers from lower-income families (Putnam, Fredrick, and Snellman, 2012). On the California Healthy Kids Survey (CHKS), Black, American Indian, and Latino students have generally (across multiple years of survey administration) reported lower levels than White and Asian peers of school safety, connectedness, and developmental supports (e.g., caring adult relationships and high expectations). Schools that serve mostly Black and Latino students had lower overall positive school climate ratings than schools that serve mostly White and Asian students, even when adjusting for student socioeconomic status.³

Safety, connectedness, caring adult relationships, high expectations, participatory opportunities—these are fundamental developmental supports that have a profound influence on school success, overall well-being, and whether youth thrive, especially in communities challenged by adversity and marginalization. After school programs are one method to address the opportunity gap because they provide additional educational and developmental enrichment. Heavily influenced by the positive youth development movement that emerged in the 1990s, high-quality after school programs seek to provide the supports that so many students do not receive at school, as results from the CHKS demonstrate.

Reflecting on this opportunity gap, a recent survey documented a high need and demand for high-quality after school programs in communities of concentrated poverty. Parents in these communities reported that after school programs provide essential services their communities otherwise lacked: a safe, supportive, and enriching environment where youth can receive enhanced opportunities for physical activity, extra learning and homework assistance, and healthy snacks and meals (Afterschool Alliance 2016).

The focus on educational and developmental support helps explain why consistent participation in after school programs closed an achievement gap in math between

³ For example, see CHKS Factsheet #8, *Racial/ethnic differences in school performance, engagement, safety, and supports*, based on 2006–08 aggregated survey results. Downloaded from the California School Climate, Health, and Learning Surveys (CalSCHLS) Resources web page located at <https://calschls.org/resources/>.

low-income and high-income students in grades kindergarten through five (Pierce, Auger, and Vandell, 2013).⁴

High Public Support

The multiple benefits of after school program participation explain why there is such strong and broad public support for after school programs and why California voters in 2002 approved Proposition 49, a major expansion of after school program funding. In one survey conducted in 2014, 84 percent of parents nationally, and 86 percent in California, supported public funding for after school programs. Eight in 10 parents nationally agreed that after school programs helped working parents keep their jobs. This support cut across political and racial/ethnic lines (Afterschool Alliance 2014).

A more recent Phi Delta Kappa (2017) public poll found strong agreement that schools should provide supports outside of the typical school day, with 77 percent strongly supporting schools providing after school programs. Moreover, 70 to 80 percent felt that schools should be doing more to help students in two specific areas that high-quality after school programs target: developing interpersonal skills and extracurricular activities.

The Features of High-Quality Programs

High-quality after school programs can have multiple benefits for youth and society, particularly in disadvantaged communities lacking in resources, resulting in a high level of program appreciation and calls for program expansion. A large and growing body of research shows that the programs that have the most positive outcomes are those that do not simply provide a safe, supervised place for students beyond the end of the normal school day.⁵ Successful programs also intentionally aim to enhance the learning that occurs in the classroom and to provide youth with the developmental supports,

⁴ The Expanded Learning and Afterschool brief: Opportunities for Student Success Achievement Gap is Real. Brief can be located at https://www.expandinglearning.org/docs/The_Achievement_Gap_is_Real.pdf.

⁵ See for example: Little, Wimer, & Weiss (2008); Dulak, Weissberg, & Pachan (2010); Vandell (2014); Vandell et al. (2015); McCombs et al. (2017); Washington Department of Education (2017).

opportunities, and skills that are central to success in school, career, and life. This includes enhancing adult relationships and connectedness, social-emotional and 21st century competencies, and a sense of personal empowerment. Successful programs do not simply “extend” the hours of youth supervision beyond the school bell, but aim to **expand** what youth learn and experience and build the competencies they need to succeed with clear, intentional programming that targets specific outcomes.

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 (appropriate supervision and structure, well-prepared staff), and (3) strong partnerships between the program and the schools and other places where students are learning (Little et al. 2008).

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.

—California *Education Code (EC)* Section 8482.1(a).

This large body of research on quality guides the CDE’s support and oversight of its after school programs as discussed below. Recognition of the importance of these quality factors underlies the recent adoption by the CDE of the term **expanded learning** rather than **after school** and the establishment of an Expanded Learning Division (EXLD). The purpose is to intentionally communicate that the goal of the state’s programs is to expand the learning of youth both in hours and nature. This is the vision captured in the CDE’s definition of expanded learning, included in the *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's 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, and provides guidance and technical assistance (TA) to the CDE grantees in their implementation. To help California narrow its persistent achievement and opportunity gaps, the CDE's ELP specifically targets, and successfully reaches, disadvantaged and marginalized youth to provide them learning and developmental enrichment.

California’s History and Commitment to High-Quality Expanded Learning Programs

The CDE’s ELPs “are created through partnerships between schools and local community resources to provide support for academic achievement, literacy, and educational enrichment while providing safe and constructive environments for students during non-school hours” (After School Programs, CalEdFacts). The primary focus is on academic enrichment, but the CDE emphasizes the importance of fostering positive youth development and well-being in achieving school and life success. The CDE’s programs are further focused on providing high-quality services to economically disadvantaged and low-performing students who are most in need of these enrichment opportunities.

California’s and the CDE’s commitment to promoting 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 (BASLSNP). In 1998,⁶ BASLSNP funded school-based before and after school programs for students in grades kindergarten through nine that, working in partnership with city, county, and community organizations, aimed to improve student academic performance and to offer students a safe and enriching environment.

In 2002, this commitment, which amounted to \$122 million in state funding, was extraordinarily boosted with two milestone events: (1) the passage of Proposition 49, the After School Education and Safety Act of 2002, and (2) the transference of the federal 21st CCLC Program administration to the state.

The After School Education and Safety Program

Voters approved Proposition 49, which provided \$550 million in annual funding (released in 2006) for after school programs in elementary and middle schools and replaced BASLSNP with a new ASES Program. Proposition 49 represented the first attempt by advocates of a particular program to earmark funds within the Proposition 98

⁶ The first funding from the state budget of school-based after school programs (\$50 million) resulted in three bills passed in 1997: AB 2284 (Torlakson), AB 1428 (Ortiz), and SB 1756 (Lockyer).

general state education funding guarantee. Its passage reflected public awareness of the value of and need for expanding after school programs. An estimated 42,200 children were on waiting lists for existing programs in 2001.

As implemented by the CDE to this day, the ASES Program funds local grades kindergarten through nine programs that provide economically disadvantaged students with a physically and emotionally safe and constructive environment and academic and developmental enrichment through partnerships between schools and communities. Funding priority is given to programs in schools where a minimum of 50 percent of pupils are eligible for the federal Free or Reduced-price Meals Program (FRPM) (see *EC* sections 8482–8484.6).

Each program must specifically provide two elements:

- An educational and literacy element that provides tutoring and/or homework assistance designed to help students meet state standards in one or more of core academic subjects (reading/language arts, mathematics, history and social studies, or science).
- An educational enrichment element of additional services, programs, and activities that reinforce and complement the school’s academic program, such as positive youth development strategies (e.g., relationship building), visual or performing arts, prevention activities, career awareness and work preparation activities, or community service-learning. An emphasis is also placed on providing opportunities for physical activity and a healthy snack or meal.

The ASES programs are tasked with working closely with school site principals and staff to integrate these elements into the school’s curriculum, instruction, and learning support activities and addressing local student needs and interests. Programs must be aligned with, and not repeat, what students experience in the school day.⁷

⁷ The CDE ASES Program Description (background information, program objectives, and requirements) web page located at <https://www.cde.ca.gov/ls/ex/fundingop.asp#afterschooleducationandsafetyprogram>.

21st Century Community Learning Centers Program

On January 8, 2002, the federal No Child Left Behind Act of 2001 went into effect, which transferred the authority for administration of the 21st CCLC Program to state education agencies. The CDE annually receives approximately \$130 million in funding for its program—in fiscal year 2018, it received over \$139 million.

The 21st CCLC Program targets students in high-poverty and low-performing schools.⁸ Funding in California is reserved for schools eligible for Title I schoolwide programs or those that serve a high percentage of students from economically disadvantaged families, with priority given to schools designated as “in need of academic improvement.” Grantees are primarily charged with enriching academic opportunities with an aim to close the racial/ethnic achievement gap. Grantees must implement research-based strategies to improve academic achievement in core content areas and provide enrichment services that reinforce and complement the academic program as well as provide family literacy and related educational development services.

As part of the state’s 21st CCLC Program, the reach of the CDE’s after school funding expanded into high schools with the 21st Century High School ASSETs program (AB 1984, Steinberg, Chapter 1025, Statutes of 2002 establishing *EC* sections 8420–8428 and 8484.8[h]). California was unique in earmarking half of its 21st CCLC funds specifically for the design, development, and evaluation of high school programs. Initially (beginning in 2003), the CDE awarded 43 grants for programs at 57 high schools (one-year grants renewable for five years).⁹

The passage of SB 638 (Torlakson, Before and After School Programs, Chapter 380, Statutes of 2006) created additional requirements for ASES, 21st CCLC, and ASSETs. The release of this funding, alongside the federal 21st CCLC Program, fostered an explosion in the number and variety of ELPs in California. California’s investment was more than all other states combined, making the state a leader in the nation (as it

⁸ For more information, see the US Department of Education Programs web page located at <https://www2.ed.gov/programs/21stcccl/index.html?exp=0>.

⁹ Description of the 21st CCLC and 21st ASSETs Program is located on the CDE Program Description web page at <https://www.cde.ca.gov/ls/ex/fundingop.asp#centurycommunitylearningcenters21st>.

continues to be to this date). In 2008, the combined funding from the two programs enabled the CDE to support grantees in more than 4,000 schools.

Expansion of Expanded Learning Program Supports and Standards

In 2011, the newly elected State Superintendent of Public Instruction (SSPI), Tom Torlakson, elevated Expanded Learning as a statewide strategy for fostering academic achievement and positive youth development and narrowing the state's persistent racial/ethnic achievement gap.¹⁰ The CDE intensified its efforts to raise awareness of the importance of Expanded Learning and to provide supports for staff professional development and for program quality improvement and accountability. The SSPI encouraged school district superintendents to seek out and support programs to actively 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 created a new After School Division (ASD). In 2016, the CDE changed the ASD's name to the EXLD to emphasize its commitment to fostering programs that are part of a comprehensive, integrated enrichment-based system of learning for students. As discussed above, these programs not only extend the school day but expand what students experience and learn.

¹⁰ This new emphasis was articulated in Torlakson's (2011) *Blueprint for Great Schools: Transition Advisory Team Report*, as follows (page 19): "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 has shown positive impacts on school day attendance, reduced high-school dropout rates, reduced juvenile crime, and increased academic success" (Huang et al. 2005; Huang & Goldschmid 2007).

Strategic Planning Process

The ASD's immediate charge was the development and implementation of a strategic plan to create systems and programs that will maximize outcomes for children, youth, families, schools, and communities. In March 2012, the ASD launched an integrated, collaborative strategic planning process, bringing together CDE staff and field stakeholders to determine the best ways to improve the lives of California's children and youth through a strong Expanded Learning system aligned with state-level priorities. Based on input from over 450 stakeholders, including program practitioners, kindergarten through grade twelve education representatives, and TA providers, the ASD released a *Statement of Strategic Direction, Strategic Plan 2013–15*, in April 2013, followed up a year later with further implementation guidelines (*A Vision for Expanded Learning in California, Strategic Plan 2014–16*).

In these strategic plans, based on field standards, the ASD articulated its goal of supporting **the development and sustainability of high-quality ELPs throughout California** through collaborative relationships, an accountability framework, and four key strategic initiatives:

1. Providing a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field.
2. Developing and maintaining clearly defined guidelines, regulations, and processes supporting efficient program administration.
3. Communicating with the field in a clear, timely, and transparent manner.
4. Championing Expanded Learning as a vital and integrated part of the education system.

Fostering Quality Standards Implementation

Based on the research on program quality and the advice of field experts, the CDE, in partnership with the CAN, identified 12 Quality Standards. ASES, 21st CCLC, and all other ELPs must seek to implement and use the Quality Standards (Exhibit 1) to guide Continuous Quality Improvement (CQI). In a seminal publication in the field, *Quality Standards for Expanded Learning Programs in California* (September 2014), the CDE and its field collaborators describe what each quality standard should look like in action at the programmatic, staff, and participant levels.

A central feature of the Strategic Plan, these standards are intended to be used not as a compliance tool but to provide the CDE and field leaders with a shared vision of quality, a better-articulated framework with clear expectations for program improvement, and guidance in how to implement the standard. This includes informing the CDE's decision-making in funding and monitoring programs, guiding program providers in assessing their own programs, and helping parents and students identify and choose good programs.

A major influence on the identification of these 12 Quality Standards was the five interrelated Learning in Afterschool and Summer principles. These principles were derived from research on brain development, learning, and the importance of social-emotional and workforce skills for success in college and career. These principles are that learning must be:

1. Active (hands-on)
2. Collaborative (e.g., derived from team learning)
3. Meaningful and relevant
4. Fostering of a sense of mastery
5. Expansive of horizons (exposure to new experiences, ideas, and cultures)

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.** 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: The CDE and CAN. (September 2014). *Quality Standards for Expanded Learning in California: Creating and implementing a shared vision of quality*. Final release can be located on the CAN web page at https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf.

Data-Driven Continuous Quality Improvement

Quality Standard number 10 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 (i.e., Assess, Plan, Improve). This CQI process is the cornerstone of the CDE's program improvement efforts, and the Department worked with the Legislature to mandate it as part of SB 1221 (Hancock, After School Programs, Chapter 370, Statutes of 2014); see *EC 8484 [a][2]*.



SB 1221 mandates that, starting in the fall of 2015, recipients of ASES and 21st CCLC funding must conduct program assessments; follow a continuous cycle of program improvement; implement high-quality, year-round programs; and submit program-based outcome data to the CDE. The law updates reporting requirements, including the use of data to improve program quality, and stipulates that programs must create a plan describing the data-driven process to be undertaken to improve program quality based on the CDE's guidance on the program's quality standards.

The CDE's goal is to support and empower the local school community to use these data to ensure that students have high-quality opportunities for learning and sound emotional development. Thus, grantees are not required to submit their plans to the CDE, but they must make them available for review upon request. Engaging in the CQI is required, but how it is implemented is a local decision, and the CDE provides wide flexibility while still holding grantees accountable. SB 1221 also makes provisions for the CDE to provide TA and support to grantees to achieve these goals.

Accountability

From inception, a major focus of the CDE's administration of ASES and 21st CCLC programs has been data-based accountability. *EC* Section 8484 requires that after school programs shall submit an Annual Outcome-Based Data Report for Evaluation and evidence of CQI. The Annual Outcome-Based Data Report for Evaluation includes accounting of the number of days an individual student attends each type of ELP. The CQI report includes information on the level of implementation of each of the 12 Quality Standards.

The System of Support for Expanded Learning

Since the establishment of BASLSNP in 1998, the CDE has provided local programs with TA to ensure both compliance with program requirements and program quality improvement in compliance with *EC* Section 8484.¹¹ The core of the early efforts was the development of a Regional After School Technical Assistance System. The CDE also funded the development and implementation of a program staff development training on principles and research-based strategies for promoting youth development and resilience in after school settings. Over 6,300 after school line staff throughout California were trained.

Senate Bill 638 (Torlakson, Before and After School Programs, Chapter 380, Statutes of 2006) stipulated that, beginning with the 2006–07 fiscal year, 1.5 percent of the ASES after school funds appropriated were to be made available to the CDE for purposes of providing TA evaluation and training services and for providing local assistance funds to support program improvement and TA. In addition, the US Department of Education authorizes three to five percent of 21st CCLC funds to be used for providing TA to grantees.

One of the four strategic initiatives articulated by the CDE in the Strategic Plan 2013–15 is “providing a comprehensive and coordinated system of support and accountability to

¹¹SB 638 (Torlakson, Before and After School Programs, Chapter 380, Statutes of 2006) stipulated that, beginning with the 2006–07 fiscal year, 1.5 percent of the funds appropriated are to be made available to the CDE for purposes of providing TA, evaluation, and training services and for providing local assistance funds to support program improvement and TA.

maintain and improve program quality while encouraging creativity and innovation in the field.” To this end—and specifically to support grantee implementation of CQI and the 12 Quality Standards—the CDE enhanced its existing TA efforts into a statewide, comprehensive System of Support for Expanded Learning (SSEL), illustrated in Exhibit 2.

This system provides field-based, comprehensive TA, training, and support in each of the 11 service regions of the California County Superintendents’ Educational Services Association, focused on fulfilling program requirements and building capacity throughout the region to develop, implement, and sustain high-quality ELPs and CQI. This includes a wide variety of tools and resources, as discussed further below.

In each region, TA in both program compliance and quality is provided by a regional team of at least one regional county lead, in a county office of education, working in collaboration with a CDE staff Education Programs Consultant (EPC) and a fiscal analyst. The county lead, along with the CDE EPC and fiscal analyst, work together to implement training opportunities and activities uniquely designed to fit the needs of local program grantees, fulfill state program requirements, and achieve the highest standards of quality. Each county lead also works to increase communication and networking among grantee sites and support to site-level program coordinators, staff, and community partners.

The CDE staff provide grantees administrative and fiscal policy support; guidance in the interpretation and administration of the legal requirements and guidelines; and support in understanding applicable law, policy, infrastructure, state standards, and assessment and accountability systems. The county lead and CDE staff work as a regional team to develop and execute a work plan for their geographic area.

This includes providing universal, targeted, and critical TA to the grantees and program sites. Universally, all ELPs receive general TA, particularly regarding quality improvement. Targeted TA based on the Quality Standards is provided for a specific audience and purpose in grantees or program sites that are experiencing challenges, including not meeting attendance goals. Critical TA is provided to programs that data have revealed are most in need. The regional teams develop a customized TA plan for these sites. If a program site does not meet its attendance targets, it will likely have a reduction in funding, as outlined in the *EC* Section 8483.7.

The CDE funds two additional TA providers to support the work of the regional teams and to foster improvements in **all** ELPs in the state:

- The **CAN** helps expanded learning providers increase the knowledge, capacity, and competency of the programs; assists the CDE in the development of tools and resources to support high-quality programs; and supports policies, research, public awareness campaigns, and innovative strategies across all ELPs statewide.¹² The CAN provides trainings to field staff and site leaders in all of the SSEL regions/counties on Quality Standards and CQI and assesses their related needs to guide TA improvements. It provides online access to information, an email newsletter, training resources, and webinars about statewide and national issues affecting expanded learning. It also serves as an advocate on behalf of ELPs to local and state leaders.
- The **After School Assistance Providers Connect (ASAPconnect)** links ELPs and assistance providers so they can partner more effectively, expand capabilities, and improve program quality. Based on SSEL needs assessments and field surveys, ASAPconnect organizes professional development and coaching for TA providers and leads cross-organizational efforts to raise TA-provider skill levels and service quality, including building the capacity of the SSEL and regional teams to provide effective TA. The ASAPconnect Directory provides relevant, up-to-date online information about effective training, mentoring, coaching and consulting.¹³
- In addition, the CDE's EXLD has generated a wide range of tools and resource materials to guide and assist the work of the county leads, other TA providers, grantees, and other ELPs throughout the state, as shown in Exhibit 3. An Evaluation Research Advisory Committee (ERAC) composed of staff and field experts regularly reviews the current state of data and evaluation within the EXLD. The primary focus is on building consensus around what data should be collected and how to make use of those data. The ERAC also focuses on ways to enhance ELPs by improving service delivery and building the capacity of staff and administrators to implement the Quality Standards. The CDE further contracted with the WestEd to analyze data on the characteristics and outcomes

¹² For more information, visit the CAN's website at <https://www.afterschoolnetwork.org/>.

¹³ For more information, visit ASAPconnect's website at <http://www.asapconnect.org/>.

of the students who attend the CDE's ELPs compared to non-participants (initial results of which are summarized in this report) and to assist the CDE in building an effective data system to support CQI efforts and determine program outcomes.

- The SSEL has had a positive impact on expanded learning implementation. In a study of the experiences and needs of ASES and ASSETs stakeholders completed in early 2016, almost all (96 percent) of 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 that the TA system had improved since 2009. Veteran program providers perceived a shift over the prior six years from a TA approach focused on grant compliance to a focus on improving program quality. In the author's words, "Rather than seeing TA as a way to correct errors, more TA providers were asking, "How can we help you become a better program?" Reflecting this shift, the report also notes an increased demand from providers for TA around quality standards and program assessments.¹⁴

¹⁴Informing Change (2016). The study included surveys of California-based expanded learning program providers (n=258) and TA providers (n=98); interviews (n=68) with expanded learning program providers, TA providers, field leaders and funders; and a review, observation, and analysis of materials and gatherings from the field.

Exhibit 2: System of Support for Expanded Learning as of July 2018

(Refer to Appendix H for Descriptive text)

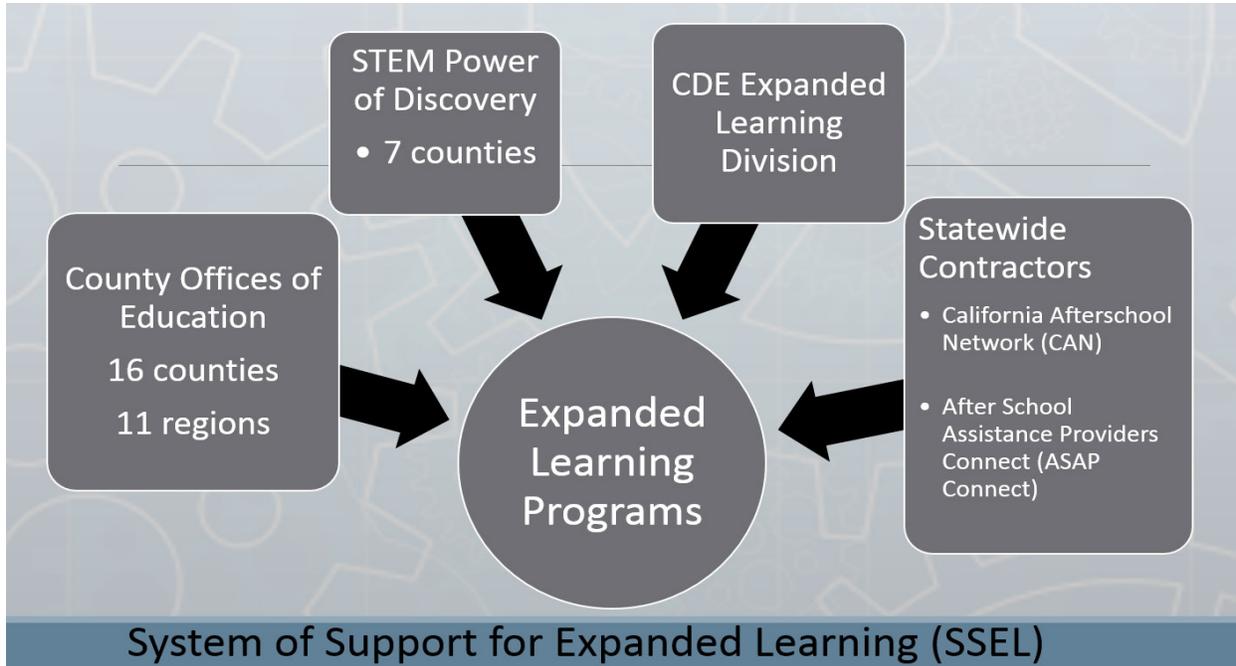


Exhibit 3: The California Department of Education Developed Resources to Support Program Quality Improvement

- ***A Crosswalk Between the Quality Standards for Expanded Learning and Program Quality Assessment Tools*** highlights 7 exemplary tools for programs to use for quality assessment and improvement and shows how each is aligned with the 12 Quality Standards. Designed to help programs in the locally driven CQI process, it provides a detailed description of each tool, its purpose and properties, cost, and training support available. This document is available on the CAN web page at https://www.afterschoolnetwork.org/sites/main/files/file-attachments/crosswalk_0.pdf.
- **Guidance for Developing and Implementing a Data-Driven Program Quality Improvement Process for California Expanded Learning Programs** provides guidance on implementing each step of the quality improvement process (assess, plan, implement, monitor) for grades kindergarten through nine programs. For more information, go to the CDE Guidance for a Quality Improvement Process web page at <https://www.cde.ca.gov/ls/ex/cqiguide.asp>.
- **Annual Outcome-Based Data Report** is an online tool that includes a CQI tab on which each grantee school site indicates which Quality Standard(s) it is engaged in improving and their progress (using a four-point scale). The grantee must also indicate which stakeholder types were involved in the process 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 Tool Template and Instructions.** This template, the use of which is not required, enables grantees to organize and document their CQI plans, summarize assessment data, and outline site-level goals, objectives, and activities. Instructions for *Completing a Quality Program Improvement Plan for Expanded Learning Programs in California, 2015–2016*, provides grantees specific guidance for reflection and strategy implementation. This document is available on the CDE After School Education & Safety Program web page at <https://www.cde.ca.gov/ls/ex/fundingop.asp#afterschooleducationandsafetyprogram>.
- ***The California Afterschool Program Quality Self-Assessment Tool and User's Guide*** is developed with extensive input from the after school field, in collaboration with the CAN, this tool helps providers self-assess their program,

engage stakeholders in meaningful conversations about program quality and continuous program improvement, and make action plans for program improvement. The tool focuses on big-picture program design elements as well as important considerations at the point of service. This guide is currently being revised to align it with the Quality Standards as well as self-assess implementation of social and emotional learning strategies. This document is available on the CAN website at

<https://www.afterschoolnetwork.org/post/california-after-school-program-quality-self-assessment-tool>.

- **Quality Improvement Process for Expanded Learning.** A webinar posted on YouTube which explains the CQI process and the 12 Quality Standards is available at <https://www.youtube.com/watch?v=rPh5h1vhwB0&feature=youtu.be>.
- **California Expanded Learning Strategic Planning** website serves as a hub for field collaboration and news about, and opportunities to get involved with, implementation of the CDE's Strategic Plan, including joining and following the activities of strategy implementation teams. This website provides access to videos about each of the Quality Standards available on the California Expanded Learning Strategic Planning web site at <https://www.caexpandedlearning.com/>.

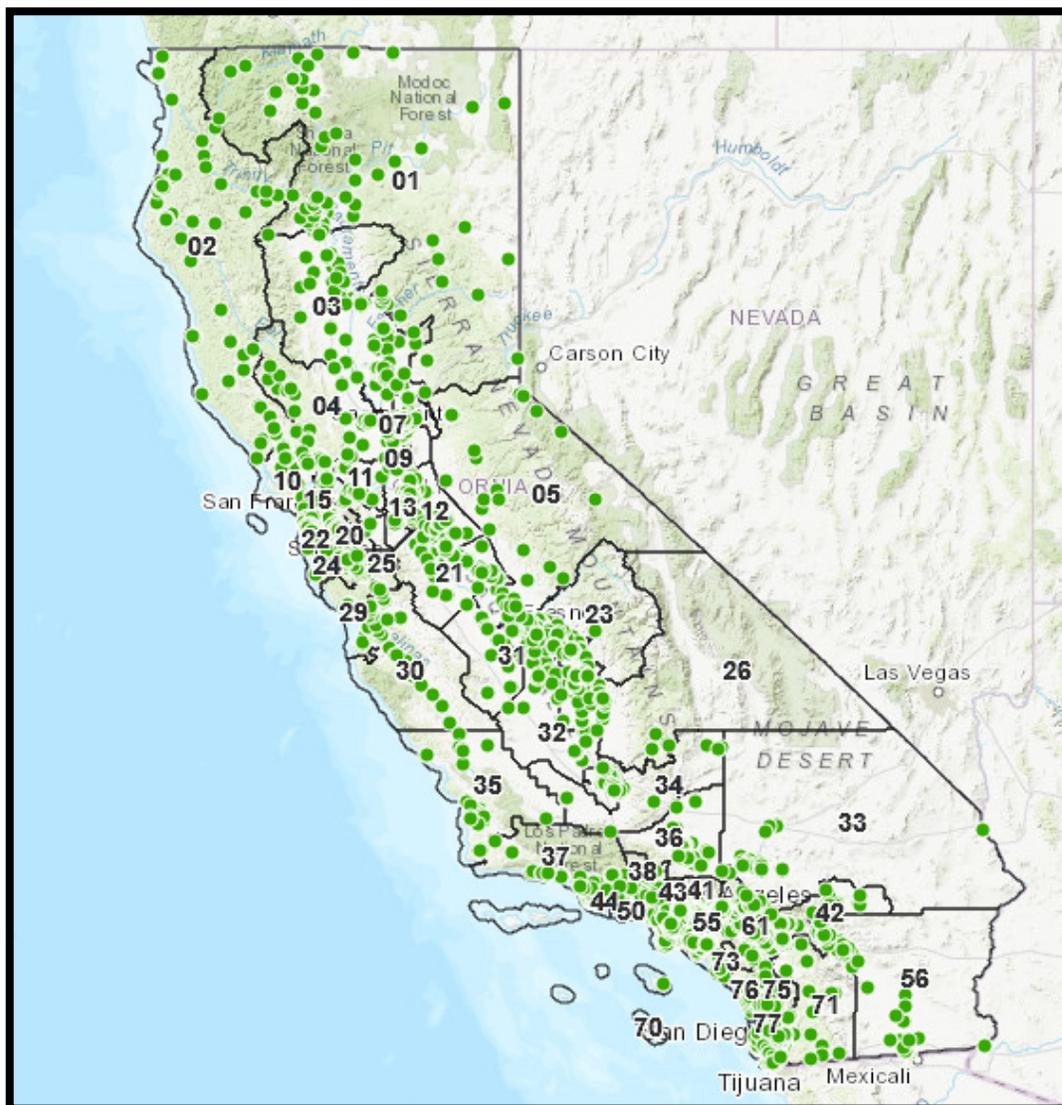
The remainder of this report presents findings from the 2015–16 academic year. It includes a description of program participants and frequency of participation in the myriad programs funded by the CDE. The report then presents findings related to school day attendance and potential financial gains to schools for increases in school day attendance. We consider this report part of a two-phase process. In the first phase, we focus on reporting the number of students participating in CDE programs and the frequency of their participation. This Phase 1 report also includes an analysis of the impact of program participation on school day attendance. Phase 2 will include analyses to examine the impact of program participation on other outcomes such as academic achievement, disciplinary referrals, and physical fitness.

Expanded Learning Programs Serve Students Statewide

Exhibit 4 examines the breadth of participation across the state and shows the geographic reach of the CDE's ELPs funded in 2015–16 is inclusive of all California, serving students in all regions including rural and urban communities, north and south, and from the coast to the desert.

Exhibit 4: Geographic Representation of the California Department of Education's Expanded Learning Programs in 2015–16

(Refer to Appendix H for Descriptive text)



The map above includes outlines of the 80 California State Assembly Districts. Appendix B includes the methods for creating the map.

Exhibit 5 shows 2015–16 academic year program participation and average school day attendance by program type. The CDE-funded ELPs served 813,985 students statewide during the 2015–16 academic year. Programs included before school, after school, and supplemental programs at the elementary and middle school levels and ASSETs after school programs at the high school level. Moving forward in this report, “before school,” “after school,” and “supplemental” refer to programs at the elementary and middle school levels; “ASSETs” refers to after school programs at the high school level, unless otherwise noted.

In the 2015–16 academic year, a total of 4,565 schools were served by the CDE’s expanded learning Before School, After School, Supplemental, or ASSETs programs. Within those schools, there was a wide range of participation in programs with an average participation of 33 percent of students attending one or more days of expanded learning Before School, After School, or Supplemental programs. The greatest number of students were served by after school programs; before school programs served the fewest number of students. A total of 286 schools were served by CDE expanded learning ASSETs programs; within those schools, an average of 71 percent of students attended one or more days of programs.

As shown in Exhibit 5, there was a high level of after school program participation. Nearly 83 percent of participants (522,966 students) attended at least 30 days of after school programs, and nearly 44 percent (276,329 students) attended at least 150 days.

Exhibit 5: Program Attendance in 2015–16 Academic Year by California Department of Education’s Expanded Learning Program Type

(Refer to Appendix H for Descriptive text)

Measure	Before School Elementary /Middle	After School Elementary/ Middle	Supplemental Elementary/ Middle	After School Safety and Enrichment for Teens High School
Number of Students Who Attended at Least One Day of Program	36,717	632,289	116,771	257,100
30 Days or More Program Attendance	24,355 (66.3%)	522,966 (82.7%)	5,811 (5.0%)	68,398 (17.0%)
60 Days or More Program Attendance	20,250 (55.2%)	461,080 (72.9%)	Not calculated	33,198 (8.4%)
90 Days or More Program Attendance	16,929 (46.1%)	405,274 (64.1%)	Not calculated	16,924 (4.3%)
120 Days or More Program Attendance	13,878 (37.8%)	353,723 (55.9%)	Not calculated	7,814 (2.0%)
150 Days or More Program Attendance	9,839 (26.8%)	276,329 (43.7%)	Not calculated	3,088 (0.8%)
Mean Days of Program Participation	83.21	111.33	12.76	24.71
Median Days of Program Participation	76.00	137.00	10.00	11.00

Expanded Learning Programs Serve Youth Most in Need

Both ASES and 21st CCLC programs focus on serving students most in need. As noted, ASES only funds programs where a minimum of 50 percent of pupils are eligible for FRPM, with funding priority based on the total percentage of eligible students (i.e., based on greatest need). Similarly, 21st CCLCs must serve students in schools eligible for federal Title I schoolwide programs or otherwise serve a high percentage of students from low-income families,¹⁵ with priority given to schools designated as in need of improvement.¹⁶

An analysis of the characteristics of the schools and students participating in the 2015–16 academic year in the CDE ELPs highlights the notion that the CDE ELPs are reaching students who are socioeconomically disadvantaged and are in high need of additional supports to close the achievement and opportunity gaps and to foster positive youth development and well-being.¹⁷

A total of 4,481 schools participated in the CDE-funded programming in the 2015–16 academic year¹⁸ and had attendance and demographic data. On average, 34.45 percent of the students enrolled in these schools participated in the CDE ELPs, for a total of 813,985 participants across the state.¹⁹

The results suggest that in the 2015–16 academic year, the CDE awarded expanded learning grants to schools that served students who were predominantly

¹⁵ Low-income is defined as being eligible for Title I.

¹⁶ Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA), provides financial assistance to local education agencies 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.

¹⁷ Appendix A includes the methods for constructing databases and conducting analyses.

¹⁸ Some schools received both ASES and 21st CCLC grants.

¹⁹ This number only includes schools and students who had demographic data; missing data and resulting calculations are discussed in Appendix A.

socioeconomically disadvantaged²⁰ (83.29 percent) and were students of color. One third (35.40 percent) of the students were ELs, 4.96 percent were homeless, 1.32 percent were foster youth, 1.61 percent were migrant students, and 11.64 percent of students had disabilities. Exhibit 6 shows the school-level demographic characteristics for the CDE expanded learning grantees in the 2015–16 academic year and the state average. The state average includes all participating and non-participating schools.

Exhibit 6: Expanded Learning School Characteristics in 2015-16 as compared to the State Average

(Refer to Appendix H for Descriptive text)

Characteristic	Average	State Average
Percent Female	48.66%	48.62%
Percent Socioeconomically Disadvantaged	83.29%	60.53%
Percent Asian	5.23%	8.85%
Percent Black	7.27%	5.81%
Percent Filipino	1.6%	2.51%
Percent Latino	69.21%	53.97%
Percent Native American or American Indian	0.84%	0.56%
Percent Hawaiian or Pacific Islander	0.54%	24.10%
Percent White	12.61%	24.10%
Percent Two or More Races/Ethnicities Selected	2.08%	3.09%
Percent English Learner	35.40%	22.06%
Percent Migrant Education Program Participant	1.61%	0.89%
Percent Homeless	4.96%	Not Reported
Percent Student with a Disability	11.64%	11.79%
Percent Foster Youth	1.32%	Not Reported
EXLD Participation Rate	33.20%	N/A

²⁰ Socioeconomically disadvantaged is defined by the CDE as a combination of being eligible for FRPM and parent education level.

In the 2015–16 academic year, a total of 2,452,529 students were enrolled in the CDE’s expanded learning grantee schools. Within those schools, 33.2 percent of students participated in one or more CDE’s ELPs (i.e., 813,985 students participated in the CDE’s ELPs whereas 1,638,544 did not participate in the CDE’s ELPs.)²¹

Within grantee schools, the CDE’s ELPs served students who were demographically similar to their peers who did not attend CDE’s ELPs. There were no meaningful demographic differences between these two groups.²² Appendix C includes the student-level comparisons for all demographic and special programs categories. Exhibit 7 includes the comparison of CDE’s expanded learning participants and their non-participating peers within grantee schools.

Across the eight race/ethnicity categories, the differences between CDE ELP participants and non-participants were approximately one to two percentage points in most cases. The largest differences found between the CDE’s ELP participants and their non-participating peers were the percentages of English language learners, Black students, and students with disabilities.

²¹ The total number of students within each school and program attenders includes all students in the Expanded Learning Division’s databases; students with duplicate cases were removed. The data sources are discussed in more detail in Appendix A.

²² The effect sizes ranged from -0.11 to 0.12. With large sample sizes such as these, which include nearly all students in the state of California, a preferred indicator of a meaningful difference is an effect size. Effect sizes show the overlap between two groups; when there is a lot of overlap, the effect size is small, when there is little or no overlap (which indicates the groups are truly different), the effect size is large. For this report we used Cohen’s *d* as the effect size measure. For this report, we will interpret findings based on effect sizes. Hill, Bloom, Black, and Lipsey (2008) suggest that effect sizes related to academic achievement differ depending on grade level and study design. Their meta-analysis of effect sizes in education found that the average effect size ranged from 0.20 to 0.30. Further, the What Works Clearinghouse version 4.0 considers effect sizes larger than 0.25 to indicate a meaningful difference between two groups. For this report, we will interpret findings based on effect sizes.

Exhibit 7: Characteristics of Program Participants and Non-participants within Expanded Learning 2015–16 Grantee Schools

(Refer to Appendix H for Descriptive text)

Characteristic	California Department of Education Expanded Learning Program Participants	Non-Participants
Percent Female	48.35%	49.43%
Percent Socioeconomically Disadvantaged	83.77%	83.31%
Percent Asian	5.52%	5.53%
Percent Black	8.52%	5.93%
Percent Filipino	1.76%	1.81%
Percent Latino	70.82%	72.56%
Percent Native American or American Indian	0.56%	0.51%
Percent Hawaiian or Pacific Islander	0.53%	0.53%
Percent White	9.95%	10.92%
Percent Two or More Races/Ethnicities Selected	1.80%	1.71%
Percent English Learner	30.27%	35.32%
Percent Migrant Education Program Participant	1.67%	1.50%
Percent Homeless	4.66%	5.00%
Percent Student with a Disability	10.94%	12.05%
Percent Foster Youth	1.39%	1.15%

The CDE’s expanded learning program participation results in increases in school day attendance and financial resources to schools

The following section reports the results of an examination of the differences in school day attendance in the 2015–16 academic year for the CDE’s ELP participants compared to matched non-participants within schools that received the CDE expanded learning grants. All analyses controlled for student gender, EL status, and race/ethnicity. The results by program type and grade level are shown in Exhibits 10–13; tables with results are in Appendix E. Additionally, we calculated the hypothetical financial gains to schools due to the increase in receipt of state funds allocated by ADA. The total ADA is defined as the total days of student attendance divided by the total days of instruction. The amount of ADA funds schools receive is directly tied to student school day attendance; thus, increases in school day attendance result in increases in funding. Appendix A includes the methods used in these analyses.

Exhibit 8 shows that the average number of school days attended by participants in CDE-funded ELPs during the 2015–16 academic year ranged from 161 days to 171 days, depending on type of program.

Exhibit 8: Program Attendance in the 2015–16 Academic Year by the Type of California Department of Education-Funded Expanded Learning Program

(Refer to Appendix H for Descriptive text)

Measure	Before School	After School	Supplemental	After School Safety and Enrichment for Teens
Number of Students	36,717	632,289	116,771	257,100
Average School Day Attendance	168.55	166.66	171.08	161.07

Note: The number of students by program category does not represent unique students. For example, it is possible a student participates in Before School and After School programs; in this situation, the student would be counted as a Before School program participant and an After School program participant.

To capture meaningful participation in programs, we defined **program participation** in Before School, After School, and ASSETs as 60 or more days of attendance, a standard threshold in the literature. This threshold was not included for supplemental programming because supplemental programs operate less frequently. Exhibit 9 includes the number and percentage of students who met this threshold of at least 60 days of programming.

Exhibit 9: Number and Percentage of Students Attending at Least 60 Days of Programming

(Refer to Appendix H for Descriptive text)

Measure	Before School	After School	After School Safety and Enrichment for Teens
Number of Students Who Attended at 60 or More Days of Expanded Learning Programming	17,002	406,153	29,210
Number of Students Who Attended at Least One Day of Expanded Learning Programming	30,236	549,524	207,163
Percentage of Students Who Attended At Least One Day of Expanded Learning Programs	56.23%	73.91%	14.10%

Note: The percentage of students was calculated by taking the number of students divided by the total number of students that attended at least one day of the respective program. For example, 17,002 students attended at least 60 days of Before School programming; 30,236 students attended at least one day of Before School programming. The percentage was calculated by dividing 17,002 by 30,236.

A significant and meaningful difference in 2015–16 school day attendance for the CDE expanded learning participants compared to non-participants was observed across all

program types and grade levels. Program participants, on average, were more likely to have higher rates of school day attendance, ranging from 3.5 more days to nearly 17 days depending on program type and grade level. Additionally, financial gains to schools because of increased potential ADA funds amounted to a combined total of \$183,229,545 for after school programs (i.e., elementary and middle school after school programs, and high school ASSETs after school programs).

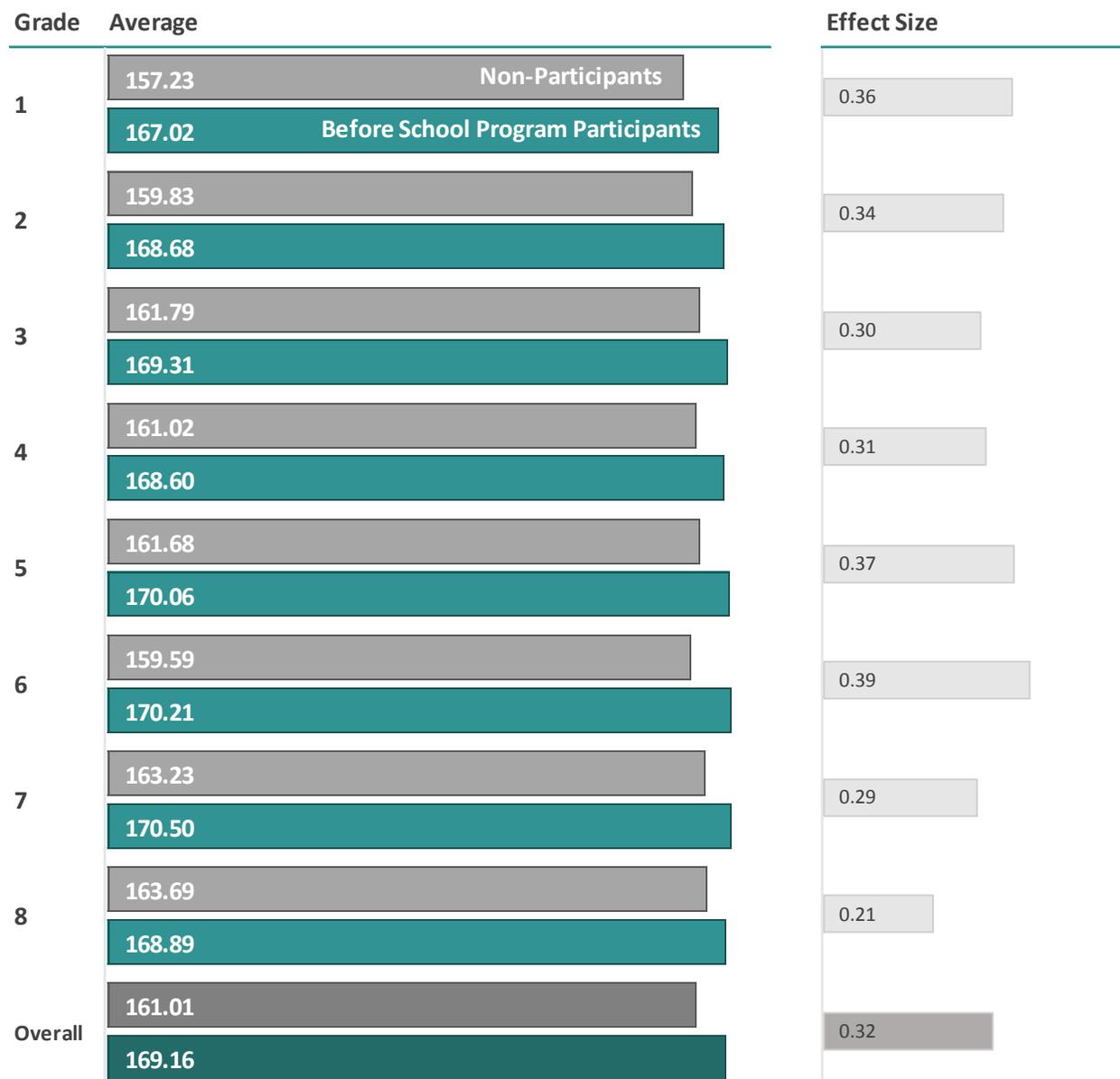
Results are reported by grade level, and all comparisons control for student gender, English language learner status, and ethnicity. The impacts ranged from small- to medium-sized effects ($d = 0.14$ to 0.51).

Before School Programs

Elementary and middle school students who participated in at least 60 days of before school programs during the 180 day academic year attended, on average, 5.20 to 10.62 more school days compared to their non-participant peers, depending on grade (Exhibit 10). The difference between school day attendance for before school participants and their non-participant peers is equivalent to \$8,622,146 in potential ADA gains to schools.

Exhibit 10: Average of School Day Attendance for California Department of Education’s Expanded Learning Before School Program Participants and Non-Participants

(Refer to Appendix H for Descriptive text)



Note: The CDE’s expanded learning Before School program participants included those who attended at least 60 days of ASES/21st CCLC Before School programming during the 2015–16 academic year; non-participants included those who did not attend any ASES/21st CCLC programming during the 2015–16 academic year. The statistical models controlled for gender, EL status, and ethnicity. All comparisons are significant at

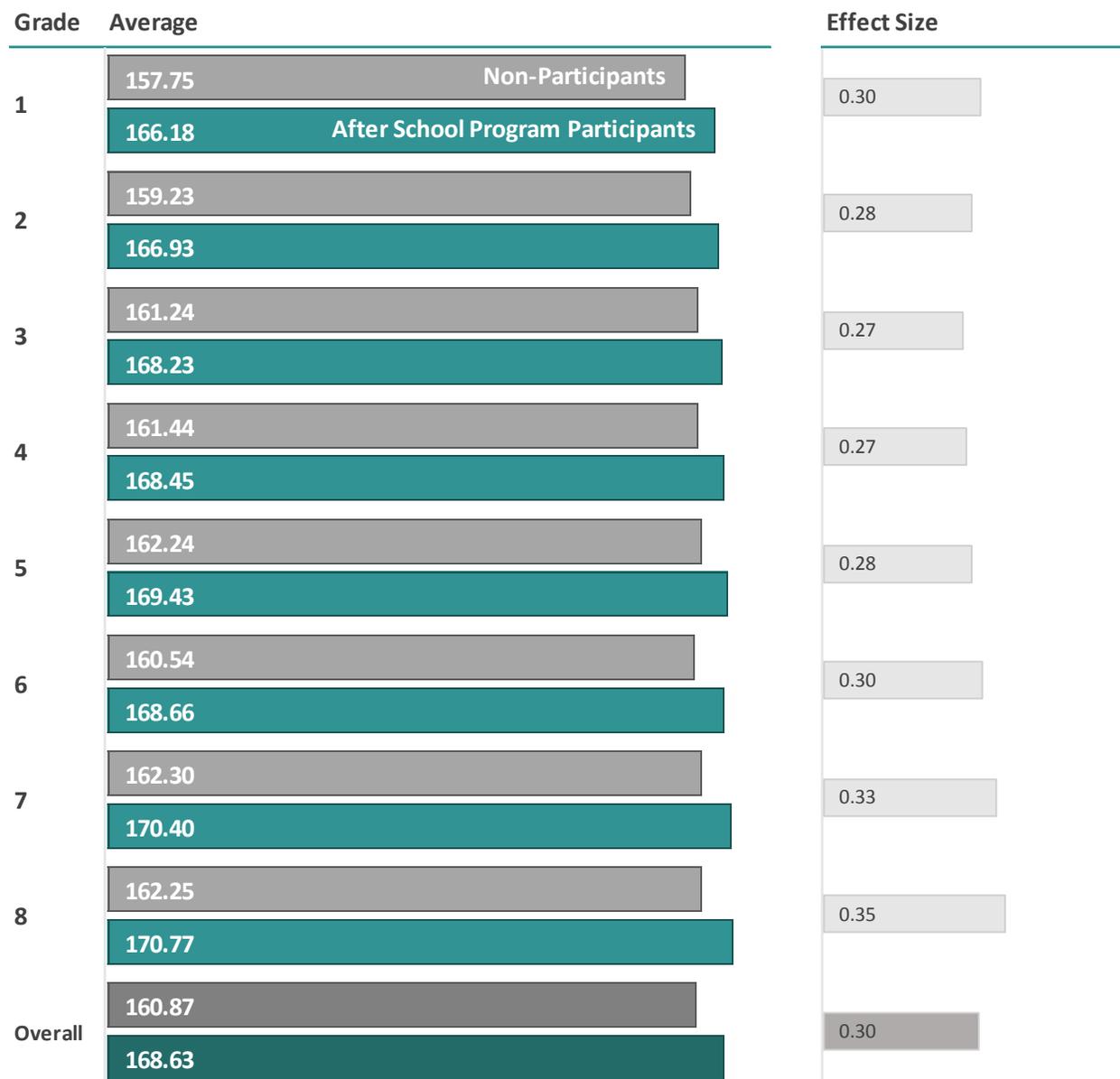
$p < .01$ and remain significant after applying the Benjamini-Hochberg adjustment for multiple comparisons.

After School Programs

Elementary and middle school students who participated in at least 60 days of the CDE's expanded learning after school programs during the 180 day academic year, on average, attended 6.99 to 8.52 more school days compared to their non-participant peers, depending on grade level (Exhibit 11). The differences in attendance are equivalent to \$163,251,341 in potential ADA funding.

Exhibit 11: Average School Day Attendance for California Department of Education’s Expanded Learning After School Program Participants and Non-Participants

(Refer to Appendix H for Descriptive text)



Note: The CDE’s expanded learning after school program participants included those who attended at least 60 days of ASES/21st CCLC after school programming during the 2015–16 academic year; non-participants included those who did not attend any ASES/21st CCLC programming during the 2015–16 academic year. The statistical models controlled for gender, EL status, and ethnicity. All comparisons are significant at

$p < .001$ and remain significant after applying the Benjamini-Hochberg adjustment for multiple comparisons.

Summer/Supplemental Programs

Elementary and middle school students who participated in the CDE After School supplemental programs during intersessions or vacation period (outside of the 180-day academic year) attended 3.58 to 5.89 more school days compared to their non-participant peers, depending on grade level, a difference associated with a potential \$32,184,872 gain in ADA funding. Exhibit 12 shows the average school day attendance for supplemental program participants and their peers.

Exhibit 12: Average School Day Attendance for the California Department of Education’s Expanded Learning Supplemental Program Participants and Non-Participants

(Refer to Appendix H for Descriptive text)



Note: The CDE’s expanded learning supplemental program participants included those who attended at least one day of ASES/21st CCLC supplemental programming during the 2015–16 academic year; non-participants included those who did not attend any ASES/21st CCLC programming during the 2015–16 academic year. The statistical models controlled for gender, EL status, and ethnicity. All comparisons are significant at

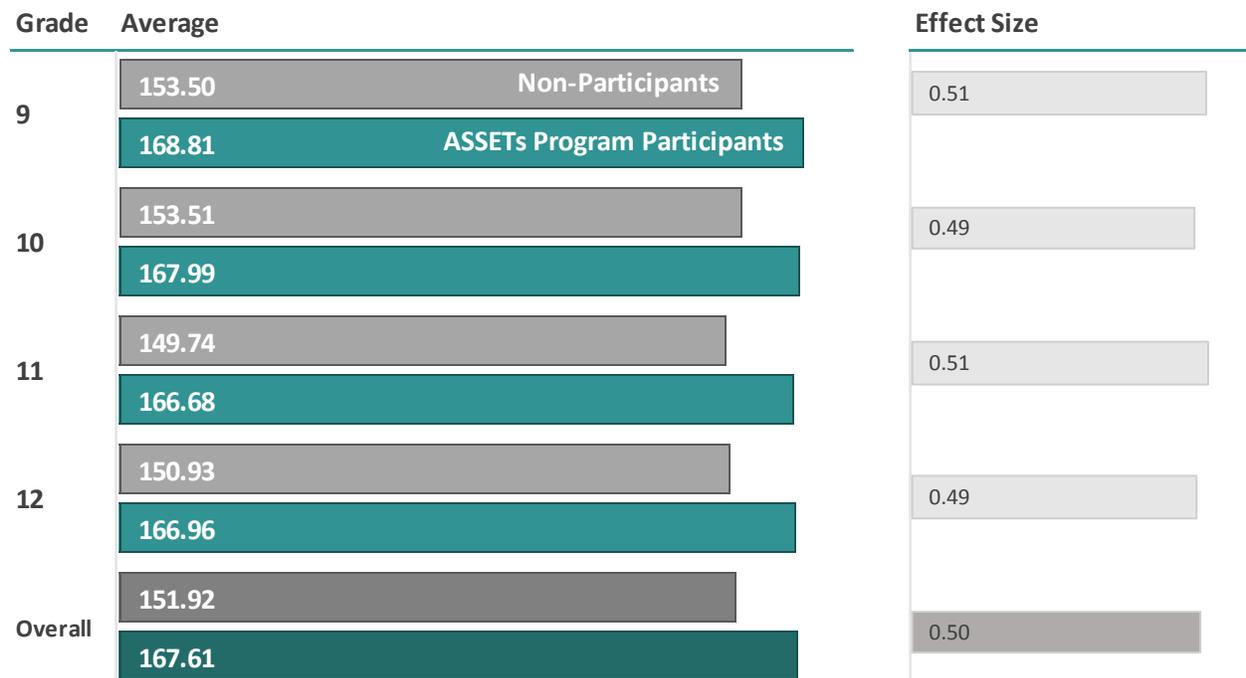
p < .001 and remain significant after applying the Benjamini-Hochberg adjustment for multiple comparisons.

After School Safety and Enrichment for Teens Programs

Finally, students in grades nine through twelve who participated in at least 60 days of the CDE’s ASSETs programs during the 180-day academic year attended 14.48 to 16.94 more school days compared to their non-participant peers, depending on grade level. Exhibit 13 shows the average school day attendance for ASSETs Program participants and their peers. The difference between school day attendance for high school ASSETs participants and their non-participant peers is equivalent to an increase of \$19,978,204 in allocated ADA funds to schools.

Exhibit 13: Average School Day Attendance for California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Participants and Non-Participants

(Refer to Appendix H for Descriptive text)



Note: The CDE’s expanded learning ASSETs program participants included those who attended at least 60 days of the CDE expanded learning ASSETs programming during the 2015–16 academic year; non-participants included those who did not attend any

ASSETs programming during the 2015–16 academic year. The statistical models controlled for gender, EL status, and ethnicity. All comparisons are significant at $p < .001$ and remain significant after applying the Benjamini-Hochberg adjustment for multiple comparisons.

The California Department of Education’s Expanded Learning Program Participation Reduces the School Day Attendance Gap for English Learners in Grades Nine through Twelve

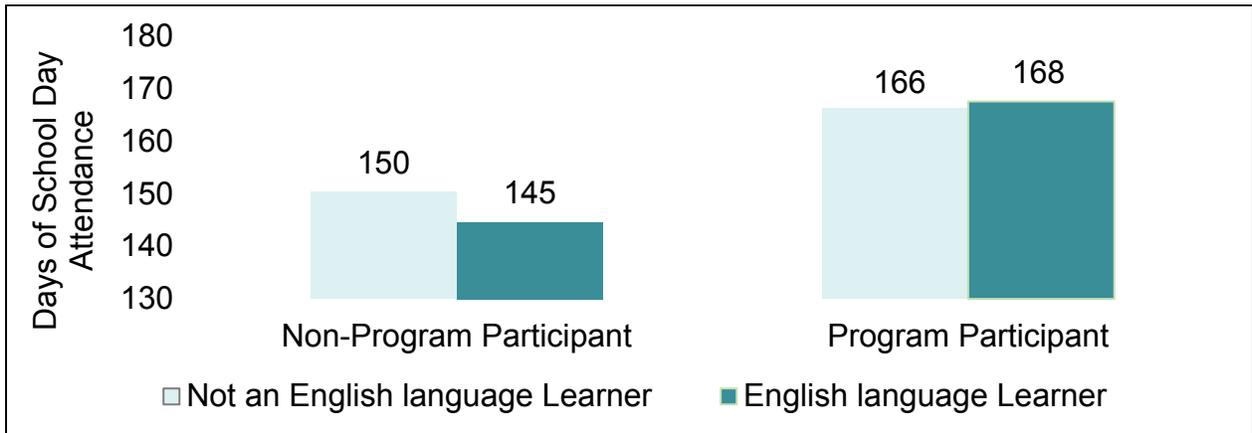
The study findings were further examined to investigate differences in school day attendance among the CDE ASSETs participants (grades nine through twelve) based on whether they were designated ELs or not. For non-participants in expanded learning opportunities non-ELs attended, on average, 2.31 to 7.35 fewer school days compared to their non-EL peers, depending on grade level. However, for ASSETs participants, this gap diminished, and in some cases disappeared. The findings suggest that the CDE ELP participation is particularly beneficial for ELs in grades nine through twelve.

Exhibit 14 shows the typical relationship for this effect. Among students who do not participate in the CDE extended learning programs, ELs attend five fewer days on average than their non-EL peers. However, among program participants, EL students actually attend two more school days on average than their non-EL peers. This implies that ELP participation may have unique effects for high school ELs, because the same effects were not found for grade levels grades kindergarten through eight.

The largest attendance gap was for grade 12 (a difference of 7.34 days) between ELs and non-ELs who were non-participants. This differences in school day attendance for ELs compared to the non-EL peers was statistically significant. Results are shown in Appendix F.

Exhibit 14: Typical Relationship Between High School English Learner Status and After School Safety and Enrichment for Teens California Department of Education’s Expanded Learning Participation on School Day Attendance

(Refer to Appendix H for Descriptive text)



Discussion

An Afterschool Alliance national survey (2014) revealed that 90 percent of California parents surveyed were satisfied with their after school program, and 86 percent favored public funding of after school programs for students in communities that have few opportunities for children and youth.²³ The data available in this first Biennial Report to the Legislature provide evidence that this support by California's parents is well-founded, particularly in regard to meeting the needs of marginalized, under-served youth, closing the state's achievement and opportunity gaps, and improving school attendance.

Data from a convenience sample of grantee schools that participated in the CHKS in 2014–16, provided in Appendix G, support the findings in this report. The CHKS results, drawn from a sample of 1,351 schools in 70 percent of the state's school districts and including 50 percent of the schools with CDE the after school program grants, show that:

- Grantee secondary schools serve more economically disadvantaged students, more students of color, and more ELs than did non-grantee schools
- The students who participate in the CDE-funded after school programs demographically reflect their school's population
- More students in the CDE-funded schools report participating in after school programs and report participating more frequently, compared to students in schools without the CDE-funded after school programs
- Moreover, school-level CHKS data demonstrate that the CDE is funding programs in schools that have students with meaningfully higher need for educational and developmental enrichment and support than schools that have not received the grants. Overall, school-level results for the CDE-funded schools show that students in those schools (regardless of after school program participation) were markedly less likely to report doing well academically, feeling connected to school, and engaged in learning. They were less likely to feel safe and developmentally supported at school and less likely to attend schools that are clean and tidy and welcoming to parents. They also were markedly more

²³ Afterschool Alliance (2014), *American After 3pm: Afterschool Programs in Demand*.

likely to report being truant and absent from school. Future analyses will examine conditions and experiences that are affected by after school participation.

Closing the State’s Achievement and Opportunity Gap

The ASES and 21st CCLC programs serve students in schools that predominantly enroll economically disadvantaged students of color and high proportions of ELs and other marginalized, high-need, or underserved groups. Moreover, these programs are inclusive. An average of one-third of the enrolled students within grantee schools were program participants, and they demographically reflect the overall student body.

The evidence that California’s high-quality ELPs are reaching these youth underscores the important role ELPs can play in closing the state’s interrelated achievement and opportunity gaps both directly, by emphasis on academic supports, and indirectly, by providing a wide variety of enrichment activities and services designed to serve the needs of the whole child. Improvements in data collection will enable future reporting to the Legislature regarding how the CDE programs are impacting achievement and positive developmental outcomes.

Improving School Attendance

These findings are particularly important in showing that participants in the CDE-funded ELPs in 2015–16, especially ELs in grades nine through twelve, attended significantly and meaningfully more days of school than their non-participating peers in the same schools after controlling for other characteristics.

The higher school day attendance for expanded learning participants has financial implications for schools. By increasing school day attendance among students, schools are able to receive more allocated funding. The difference in school day attendance for ELP participants, compared to their non-participant peers, results in a substantial potential increase in allocated funding for schools, ranging from \$8,622,146 to \$163,251,341 depending on ELP type. The total combined potential increase in ADA funding amounts to \$183,229,545.

Previous research on the effect of after school programs on school attendance showed mixed results. Many researchers have found evidence of a positive effect (e.g., Vandell 2011, American Institute for Research 2003; Durlak and Weissberg 2013). Others have not demonstrated significant effects on school attendance (e.g., Zief et al. 2006; Durlak

et al. 2010; Kremer et al. 2015). One suggested reason for the findings is that few programs actually specified increasing school attendance as a primary goal. As Kremer et al. (2015) emphasize: “If school attendance truly is a goal of after-school programs, then it is important for after-school programs to state that explicitly as a goal and develop their programs to affect school attendance using a theory of change to drive program elements that would likely impact school attendance outcomes. Simply implementing an after-school program with hopes that it will have positive impacts on a number of outcomes without building in specific mechanisms to impact those outcomes is likely to fail.”

In this regard, one reason why California’s program may be positively improving school attendance is the emphasis the CDE has placed on this outcome both directly and indirectly. Directly, the CDE has required grantees to report on school day attendance as an outcome measure. Indirectly, it has aimed to foster school engagement and attendance by requiring implementation of quality standards designed to improve learning, build learning-related skills, collaborate with the school, and build positive adult relationships with youth.

The high level of program attendance may also have played a role in these positive school attendance findings (see below). Mahoney et al. (2010) observed that related gains in school attendance appear largest for students with regular and durable after school program attendance.

The Importance of Program Attendance

Over one-third of students in grantee schools attended a CDE-funded program, and participants received an average of 111 days of programming, meaning they attended the majority of days in the academic year. Research emphasizes that, even in quality programs, the degree to which a student is likely to experience positive outcomes is related to frequency of attendance and therefore exposure to programming. Youth need to attend regularly to measurably benefit from programming. Thus, McCombs et al. (2017) recommend that agencies and programs work to maximize attendance of individual students. The high CDE program attendance lays a solid foundation for positive outcomes to occur, such as that observed for school day attendance.

In future Biennial Reports to the Legislature, the CDE will report on analyses of how program attendance relates to other outcomes. Preliminary data from the CHKS

indicate that level of program attendance is highly correlated with positive program outcomes. Among secondary students, particularly students in grades nine and eleven, youth who participated in the CDE-funded after school programs three to five days a week, compared to non-participants within grantee schools, were more likely to feel connected to their school, academically motivated, safer in school, and that their school was more welcoming to parents. In addition, youth participants were less likely to report experiencing chronic, debilitating sadness.

Unmet Need

Although ASES and 21st Century programs reached over 4,500 high-need schools and served nearly 860,000 students in the 2015–16 school year, many others in need are not being served. The Afterschool Alliance (2015) estimates that 19 percent of California children are unsupervised after school, and 49 percent of children not currently attending an after school program would enroll if one was available. Another estimate of the unmet need is that over 2,900 low-income California schools and nearly a quarter (21.4 percent) of the state’s over 1.3 million ELs do not have access to after school programs (Hay and Davis 2017).

Even existing grantees struggle to meet the needs of their program participants with available funding. As we have shown, on average two-thirds of the enrolled students in grantee schools do not attend ELPs, although many would benefit from participation in such programs. The 2016–17 cohorts of ASES and 21st CCLC applicants requested over \$143 million more in funding than was available. Due to excess demand, only schools with more than 79.59 percent of their students eligible for the FRPM Program were awarded state ASES grants in 2015–16 academic year (Hay and Davis 2017)²⁴.

Conclusion

Today, California plays a national leadership role in the field of after school programming. The CDE’s efforts are significant. In March 2015, the Afterschool Alliance ranked California number one in the nation for after school programs, based on a

²⁴ More recent data is not available at the time of this report.

national survey assessing participation, access, public support, and family satisfaction with after school programs.²⁵

California leads the nation in the scale and scope of our programs and serves as a model for quality-improvement efforts. The evidence in this report documents that the programs are reaching the youth who are most in need of the benefits they provide, and that overall, the CDE grantees have had a positive impact on an important outcome indicator: school attendance. Future analyses and reports to the Legislature will be able to draw upon a broader array of data outcomes indicators to further document after school program effectiveness and examine improvement outcomes over time and related to years of program implementation.

²⁵ America After 3pm: Afterschool Programs in Demand Afterschool Alliance (2015). Retrieved April 2015 from the Afterschool Alliance web page located at https://www.afterschoolalliance.org/documents/AA3PM-2014/AA3PM_National_Report.pdf (7.98 MB).

Appendix A: Methodology

To better understand potential effects of participation in the CDE EXLD programming on student attendance, WestEd used a quasi-experimental design to compare 2015–16 attendance for students who participated in the CDE expanded learning programming and those who did not. The following section describes the processes utilized 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 analyze outcome data.

File and Group Construction

WestEd utilized data provided by the CDE as it relates to attendance outcomes and drew upon four sources for the analysis. First, the CDE EXLD collects program participation and school day attendance data from all of its grantees. Data are collected by program, sub program, and grant type. WestEd utilized 2015–16 data from the EXLD ASES and 21st CCLC datasets to capture information about participation in ASES programming by program type (i.e., After School Base, After School Supplemental, Before School Base, Before School Supplemental) and school attendance.²⁶ Second, WestEd utilized 2015–16 data from the EXLD’s ASSETs dataset to capture information about participation in ASSETs programming and school attendance. Third, WestEd utilized 2014–15 and 2015–16 data from the California Longitudinal Pupil Achievement Data System demographics dataset to capture 2014–15 demographic variables such as student race/ethnicity, gender, EL status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status, as well as 2015–16 school enrollment.

To prepare the provided data for analysis, WestEd carried out extensive data cleaning. To begin, we reviewed each individual dataset to identify cases with duplicate Statewide Student Identifiers (SSID) values (Exhibit A1). Duplicate student records were evident in all datasets. To determine which single student record to retain, the analysis team

²⁶After School Base is subsequently referred to as “after school”; Before School Base is subsequently referred to as “before school”, After School Supplemental is subsequently referred to as “supplemental”. Before school supplemental is not referenced in this report because of low program participation.

applied decision rules aligned with the nuances of each dataset. For the ASES/21st CCLC and ASSETs files, we retained the case with the highest number of days of ASES/21st CCLC or ASSETs participation. This resulted in the removal of 113,951 duplicate cases (4.44 percent) in the ASES/21st CCLC file and 16,589 cases (4.20 percent) in the ASSETs file. In the demographics data files, a unique case from each duplicate was randomly selected for inclusion in the final dataset. This resulted in the removal of 266,304 cases (8.29 percent) from the 2014–15 file and 262,503 cases (8.23 percent) from the 2015–16 file.

Exhibit A1: Removal of Duplicate Cases in Original Data Files
 (Refer to Appendix H for Descriptive text)

Dataset	Cases in Original Dataset	Duplicate Cases Removed	Cases Retained
ASES/21st CCLC	2,565,094	113,951	2,451,143
ASSETs	394,828	16,589	378,239
2014–15 Demographics	3,210,837	266,304	2,944,533
2015–16 Demographics	3,191,314	262,503	2,928,811

After removing duplicate cases from each individual data file, we merged the five files together based on SSID. This process resulted in a dataset holding a total of 3,452,176 students with data from at least one of these sources. Next, we further refined the merged dataset to exclude students who were not appropriate for inclusion in the analysis due to incomplete or invalid data. Exhibit A2 describes the circumstances for which students were removed from the analytic file.

First, because 2014–15 demographic data were required to conduct the matching, cases without 2014–15 demographic data were removed. Second, cases with missing or invalid values for 2014–15 grade level to allow for grade-specific outcome analyses were removed. Third, cases in grade twelve during the 2014–15 academic year because these students were no longer enrolled during the outcome period (2015–16 school year) were removed. Fourth, cases with missing or invalid 2015–16 grade to ensure students could be correctly categorized for grade-specific outcome analyses

were removed. Fifth, students who completed the California Alternative Assessment version of the English language arts Smarter Balanced Assessment exam because students who take this exam qualify the one percent or fewer students in California with the most extreme cognitive disabilities were removed. Finally, cases that had a missing or invalid 2015–16 school code because analytic models that account for the nesting of students within schools require a valid school identifier for the 2015–16 school year were removed. This process yielded a dataset with 2,417,152 valid cases (70 percent of the total number of cases in the original files).²⁷

Exhibit A2: Cases Removed Due to Incomplete or Invalid Data
(Refer to Appendix H for Descriptive text)

Rationale for Removing	Cases Removed	Percent of Total Number of Cases	Cases Retained
Total Number of Cases in Original Files	N/A	3,452,176	N/A
Missing 2014–15 demographic data	507,643	14.71%	2,944,533
Missing or invalid 2014–15 grade level	535	0.02%	2,943,998
Grade level twelve in 2014–15	94,686	2.74%	2,849,312
Missing or invalid 2015–16 grade level	10	0.00%	2,849,302
California Alternate Assessment English Language Arts	16,365	0.47%	2,832,937
Missing or invalid 2015–16 school code	385,181	11.16%	2,447,756
Invalid 2015–16 attendance value (>180 days)	30,604	0.89%	2,417,152
Total number of cases retained in final analysis	N/A	70.02%	2,417,152

²⁷ This dataset was used for the calculation of school-level demographic characteristics and student-level demographic comparisons.

After developing a single dataset with all potential participants, the WestEd team utilized ASES/21st CCLC and ASSETs data to identify students eligible for participation in the treatment and comparison groups. To allow for a comparison of those with meaningful CDE ELP participation compared to those with no exposure to the CDE ELPs within the same grantee schools, we established criteria for treatment group inclusion based on days of participation in each type of the CDE ELP (e.g., Before School, After School, supplemental) or subprogram. Those eligible for the before school treatment group included students who participated in at least 60 days of Before School ASES or 21st CCLC (ASES/21st) programming during the 2015–16 school year (n = 17,002). Those eligible for the after school treatment group included students who participated in at least 60 days of after school ASES/21st programming during the 2015–16 school year (n = 406,153).

Because supplemental programming is limited and participation rates are reduced compared to other types of ASES/21st programming, those eligible for the supplemental treatment group included students who participated in at least one day of supplemental ASES/21st programming during the 2015–16 school year (n = 88,597). Finally, those eligible for the high school treatment group included students who participated in at least 60 days of ASSETs programming during the 2015–16 school year (n = 29,210). The same pool of potential comparison group students was utilized for all four of the treatment groups and included students who did not participate in any type of CDE expanded learning programming during the 2015–16 school year (n = 1,619,317). Students who participated in at least one day of any type of programming but less than 60 days of Before School or After School programming were excluded from both the treatment and potential comparison group pool for the Before School and After School analyses. The same strategy was used for the high school analyses. For the supplemental analyses, students were included in the comparison pool if they attended zero days of any type of ELPs; students were included in the treatment group if they attended at least one day of supplemental programming.

To allow for an analysis of program impact on school day attendance by grade level and to conduct matching by grade level, the master dataset was disaggregated into grade level specific files based on grade level in 2014–15. The analysis team examined the outcome variable of interest, days of school day attendance during the 2015–16 school year, to determine the extent of missing outcome data (see Exhibit A3).

Exhibit A3: Cases with Missing 2015–16 Attendance Data

(Refer to Appendix H for Descriptive text)

Grade 2015–16	Potential Comparison Cases	Potential Comparison Cases with Missing Attendance Data n	Potential Comparison Cases with Missing Attendance Data Percentage	Potential Comparison Cases Retained n	Potential Comparison Cases Retained Percentage
1	227,442	13,209	5.81%	214,233	94.19%
2	187,062	9,680	5.17%	177,382	94.83%
3	180,832	9,829	5.44%	171,003	94.56%
4	187,908	10,380	5.52%	177,528	94.48%
5	185,597	12,355	6.66%	173,242	93.34%
6	166,171	11,730	7.06%	154,441	92.94%
7	164,754	13,619	8.27%	151,135	91.73%
8	174,446	17,498	10.03%	156,948	89.97%
9	39,599	9,066	22.89%	30,533	77.11%
10	40,826	8,680	21.26%	32,146	78.74%
11	33,577	7,586	22.59%	25,991	77.41%
12	31,103	6,523	20.97%	24,580	79.03%

Note: All missing data is from comparison group eligible students.

All potential treatment cases had valid 2015–16 attendance data but, across grades, 5.17 percent to 22.89 percent of potential comparison cases had missing attendance data. It is evident that missing attendance data was more prevalent in higher grades with potential comparison students in grades nine through twelve during the 2015–16 school year having the highest proportion of missing outcome data. Cases with missing

attendance outcome data were removed from the pool of potential comparison group cases. This exclusion process resulted in the final pool of potential before school, after school, supplemental, and high school treatment and comparison cases at each grade level (Exhibit A4).

Exhibit A4: Final Pool of Potential Treatment and Comparison Cases
(Refer to Appendix H for Descriptive text)

Grade 2015–16	Treatment Group Eligible Before School	Treatment Group Eligible After School	Treatment Group Eligible Supplemental	Treatment Group Eligible High School	Comparison Group Eligible II Programs
1	2,613	53,544	13,431	N/A	214,233
2	2,537	59,653	13,429	N/A	177,382
3	2,749	62,769	13,623	N/A	171,003
4	2,789	63,454	13,112	N/A	177,528
5	2,613	58,012	11,398	N/A	173,242
6	1,469	44,983	8,967	N/A	154,441
7	1,214	34,145	8,192	N/A	151,135
8	1,003	29,039	5,796	N/A	156,948
9	N/A	N/A	N/A	5,661	30,533
10	N/A	N/A	N/A	7,906	32,146
11	N/A	N/A	N/A	8,202	25,991
12	N/A	N/A	N/A	7,230	24,580

Propensity Score Matching

To compare school day attendance for the CDE ELP participants and non-participants, WestEd employed a propensity score matching procedure to select the comparison groups of non-participants for the identified 2015–16 CDE expanded learning participants (Rosenbaum and Rubin, 1983). Propensity score matching is an analytic technique that allowed to match each CDE ELP participant with a non-program participant with similar demographic characteristics (i.e., the observable characteristics

used in the matching process). The goal of the matching technique was to select a similar sized group of non-participants that were comparable to the CDE ELP participants so that unbiased estimates of the program effects could be calculated. The fundamental assumption for the validity of the matching process is that the treatment and comparison groups are balanced with respect to all the characteristics relevant to the outcome variables of interest when the observable characteristics are balanced across the two groups.

To conduct the propensity score matching, WestEd utilized a logistic regression model with key 2014–15 predictors to calculate each student’s propensity (on a scale from zero to one) to be a participant in the CDE expanded learning programming. Each propensity score matching analysis included the following 2014–15 variables: race/ethnicity, gender, EL status, socioeconomically disadvantaged status, migrant status, homeless status, disability status, and foster status. Each of the CDE expanded learning participants were then matched with a non-program participant with the closest propensity score (i.e., nearest-neighbor matching without replacement). Propensity score matching formed comparison groups for the CDE expanded learning students that 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 that would have likely had similar outcomes as the CDE expanded learning participants if they had not participated in the CDE expanded learning programming. In this study, the propensity score matching was conducted using the `psmatch2` command in Stata 14.2.

WestED carried out the propensity score matching process a total of 28 times to identify matched samples for every combination of grade and the CDE expanded learning programming type (i.e., Before School, After School, supplemental, and high school). Given the criteria for inclusion in the potential treatment and comparison groups, all cases had complete data for all matching variables. The quality of these matches was evaluated by examining the standardized percentage bias for every covariate and graphical displays highlighting the distribution of covariates in each group. In addition, the effect size Cohen’s *d* (Cohen, 1977) was calculated to identify the magnitude of differences between the CDE ELP participants and non-participants on each matching variable. The effect sizes of between-group differences after matching are reported in Appendix D, along with group means, standard deviations, t-tests, and p-values. Across

all grades and the CDE ELP types, the quality of matches was high, with nearly all effect sizes equaling zero.

Data Analysis

Because the CDE ELP participants and non-participants were nested in different schools across the state, after constructing matched grade level and the CDE ELP type samples, the team then explored the level of dependency in the data based on school membership. First, WestEd built a one-way random-effects Analysis of Variance (ANOVA) model—specifically, a fully unconditional two-level hierarchical linear model (HLM) predicting attendance for each grade and CDE ELP type—to determine the amount of dependence due to clustering of students within schools. Based on the estimates of this model, the team calculated the intraclass correlation coefficient (ICC) to assess the proportion of the variance in the outcome that was between the level-2 units of schools. This is a vital step as using ANOVA with data that has a high ICC as opposed to using HLM can result in inflated Type I error rates (i.e., an increased likelihood of false positive findings) when examining the impact of a program.

The analyses revealed that ICCs were high across most of the CDE ELP types and grade levels (Exhibit A5). Across grade level samples for before school the CDE expanded learning programming, ICCs ranged from 0.15 to 0.59. Across grade level samples for the after school CDE expanded learning programming, ICCs ranged from 0.09 to 0.20. Across grade level samples for supplemental CDE expanded learning programming, ICCs ranged from 0.09 to 0.18. Across grade level samples for high school CDE expanded learning programming, ICCs ranged from 0.15 to 0.22. Because many ICCs were greater than 15 percent, namely, adding a random effect for the school would explain more than 15 percent of the variation, WestEd elected to use a random-intercept HLM model to compare the group means for all analyses (Raudenbush and Bryk, 2002).

Exhibit A5: Intraclass Correlation Coefficient Across all of the California Department of Education’s Expanded Learning Program Types and Grade Levels

(Refer to Appendix H for Descriptive text)

Grade 2015–16	California Department of Education Expanded Learning Program Type Before School	California Department of Education Expanded Learning Program Type After School	California Department of Education Expanded Learning Program Type Supplemental	California Department of Education Expanded Learning Program Type High School
1	0.29	0.11	0.13	N/A
2	0.15	0.11	0.13	N/A
3	0.28	0.11	0.09	N/A
4	0.24	0.12	0.11	N/A
5	0.36	0.14	0.16	N/A
6	0.59	0.20	0.18	N/A
7	0.41	0.09	0.18	N/A
8	0.56	0.13	0.11	N/A
9	N/A	N/A	N/A	0.15
10	N/A	N/A	N/A	0.20
11	N/A	N/A	N/A	0.22
12	N/A	N/A	N/A	0.18

The HLM is an analytic technique that is like regression but accounts for the fact that students are nested in a higher unit, such as an individual classroom, a school, or district, are generally more similar to one another than with 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 28 HLM analyses to examine differences in attendance for every combination of grade and the CDE ELP type.

Additionally, WestEd entered student gender (0 = male, 1 = female), student English language learner status (0 = non-English language learner, 1 = English language learner), and ethnicity (0 = not Latino, 1 = Latino) as covariates in the models to control for these characteristics. The dichotomous variable representing the CDE ELP

participation in the 2015–16 school year (0 = non-program participant, 1 = CDE ELP participant = 1), entered into the linear models after the covariate variables, provided the test of the CDE ELP impacts in 2015–16. The following HLM model was utilized for all analyses:

$Y_{ij} = (\beta_0 + \zeta_j) + \beta_1 \text{Group} + [\beta_X X]_{ij} + \varepsilon_{ij}$, where Y_{ij} is the days of attendance during the 2015–16 school year for student i in school j , β_1 is the program effect, Group is the dichotomous variable representing the group membership (0 = non-program participant; 1 = CDE expanded learning participant), β_X is a vector of the regression coefficients for the vector of covariate variables, X_{ij} is a vector of covariate variables for student i in school j , ζ_j represents the random effect for school j , and ε_{ij} is the random residual error for student i in school j .

Calculations of Increases in Allocated Funds Due to Differences in Attendance Analysis

WestEd conducted an analysis to determine the financial gains schools experience in allocated funding due to higher school day attendance. To calculate the gain, we first calculated the percentage of school days attended for each student included in the quasi-experimental analysis. The percentage was calculated using their reported number of school days attended divided by 180 (the maximum number of school days in the 2015–16 school year). We then multiplied the percentage by \$10,795, which is the current expense of education per ADA for the 2015–16 school year.²⁸ Total ADA is defined as the total days of student attendance divided by the total days of instruction. This calculation resulted in the total projected ADA a school would receive for each student based on that students' attendance. For example, if a student attended 75 percent of the 180 school days (135 school days), the school receives \$8,096.25 for that student in 2015–16. WestEd then created a sum, by grade level, for the Expanded Learning participants and a separate sum, also by grade level, for the non-participants. We then subtracted the sum for the non-participants from the sum for the participants to create a grade level estimate of increase in allocated funding. To create the summary estimates by program type, we simply summed the increases across all grades for each

²⁸ View the CDE Current Expense of Education web page located at <https://www.cde.ca.gov/ds/fd/ec/currentexpense.asp>.

specific ELP type (i.e., before school, after school, supplemental, high school). Results are included in Exhibit E5 in Appendix E.

Appendix B: Geographic Analysis of the California Department of Education Expanded Learning Programs Funded in 2015–16

Method

WestEd used the data in a file entitled TEM_BasicsforWestEd.xlsx to create the map using ArcGIS Online geographic information system mapping software. The schools were mapped using the latitude and longitude in the data file. The file included 7,099 records, and schools were listed up to nine times depending on the number of different types of funding they received. Schools received funding through one or more of the following sources: the 21st CCLC Program, the 21st ASSETs High Program, or the ASES Program. The funding is further allocated by sub-programs types: After School Base, After School Supplemental, Before School Base, Before School Supplemental, Equitable Access, and Family Literacy. To create the data file for the map, WestEd reorganized the original file by creating a file with one record for each school. After reorganizing the data file, WestEd calculated each school's total funding for 21st CCLC, ASES, and ASSETs programs across the six sub-programs to include as part of the information in the pop-up for each school.

The pop-up on the map includes the instructional level from the CDE's Public Schools and Districts Data File web page at <https://www.cde.ca.gov/ds/si/ds/pubschls.asp>. WestEd used this variable instead of the school type variable included in the original data file because there were 49 schools that had two school types connected to different awards. For example, Coliseum College Prep Academy (01612590112797), which serves grades six through twelve, was listed as a middle school for one of its awards and as a high school for the other three awards.

The schools generally had the same awardee name for all their awards. However, there were 39 schools that had two different awardee names. This can happen when, for example, a local educational agency applied for the ASES funding on behalf of a school while a community-based organization applied for 21st CCLC funding on behalf of a school. For the 39 schools, both awardee names and agency types were included in the pop-up in the map.

A final cautionary note about the map is that the outlines of the California Assembly Districts were created by another user of ArcGIS online in 2014. WestEd compared the

map created by the other ArcGIS user with the map of the Assembly Districts on the state web site at

http://www.legislature.ca.gov/legislators_and_districts/districts/assemblydistricts.html.

The maps appeared to be consistent with one another. However, WestEd cannot completely verify the accuracy of the map created by the other ArcGIS user.

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

For all Exhibits in Appendix C, N = number of students in group; M = mean; SD = standard deviation; t = t-test statistics; p = alpha value; d = Cohen's d.

Exhibit C1: Student-Level Demographic Comparisons for California Department of Education's Expanded Learning Program Participants and Their Non-program Participant Peers Within the California Department of Education-Funded Schools

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants M	Non-Participants SD	Students Who Attended At least One Day of CDE Expanded Learning Programs M	Students Who Attended At least One Day of CDE Expanded Learning Programs SD	t	p	d
Percent Female	0.48	0.48	0.49	0.49	15.7	0.00	0.02
Percent Asian	0.06	0.23	0.06	0.23	-0.58	0.56	0.00
Percent Black	0.06	0.24	0.09	0.28	71.24	0.00	0.12
Percent Filipino	0.02	0.13	0.02	0.13	-2.70	0.01	0.00
Percent Hispanic	0.73	0.45	0.71	0.46	-8.36	0.01	-0.04
Percent Native American/ American Indian	0.01	0.07	0.01	0.08	5.95	0.01	0.00

Variable	Non-Participants M	Non-Participants SD	Students Who Attended At least One Day of CDE Expanded Learning Programs M	Students Who Attended At least One Day of CDE Expanded Learning Programs SD	t	p	d
Percent Hawaiian/Pacific Islander	0.01	0.07	0.01	0.07	-0.26	0.80	0.00
Percent White	0.11	0.31	0.10	0.30	-23.23	0.01	-0.03
Percent Two or More Ethnicities	0.02	0.13	0.02	0.13	4.97	0.01	0.00
Percent English Language Learner	0.35	0.48	0.30	0.46	-78.32	0.01	-0.11
Percent Special Education	0.83	0.37	0.84	0.37	8.97	0.01	0.03
Percent Migrant	0.02	0.12	0.02	0.13	10.00	0.01	0.00
Percent Homeless	0.05	0.22	0.05	0.21	-11.79	0.01	0.00
Percent Disabled	0.12	0.33	0.11	0.31	-25.43	0.01	-0.03
Percent Foster	0.01	0.11	0.01	0.12	16.14	0.01	0.00

Note: Non-participant N = 1,619,317; students who attended at least one day of CDE's ELPs = 797,835. t = t-test statistic; p = alpha value for inferential statistic; d = Cohen's d effect size.

Appendix D: Baseline Comparisons for Quasi-Experimental Study

For all Exhibits in Appendix D, N = number of students in group; M = mean; SD = standard deviation; t = t-test statistics; p = alpha value; d = Cohen's d.

Exhibit D1: Grade One Post Propensity Score Matching Baseline Demographic Comparisons for California Department of Education's Expanded Learning Before School Programming (Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	2,613	0.50	0.50	2,613	0.50	0.50	0.03	0.98	0.00
Percent Asian	2,613	0.03	0.16	2,613	0.03	0.16	0.00	1.00	0.00
Percent Black	2,613	0.10	0.29	2,613	0.10	0.29	0.00	1.00	0.00
Percent Filipino	2,613	0.01	0.12	2,613	0.01	0.12	0.00	1.00	0.00
Percent Hispanic	2,613	0.71	0.46	2,613	0.71	0.46	0.03	0.98	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Native American/ American Indian	2,613	0.00	0.05	2,613	0.00	0.05	0.00	1.00	0.00
Percent Hawaiian/ Pacific Islander	2,613	0.01	0.08	2,613	0.01	0.08	0.00	1.00	0.00
Percent White	2,613	0.09	0.29	2,613	0.09	0.29	0.00	1.00	0.00
Percent Two or More Ethnicities	2,613	0.04	0.19	2,613	0.04	0.19	-0.07	0.94	0.00
Percent No Response	2,613	0.02	0.13	2,613	0.02	0.13	0.00	1.00	0.00
Percent English Language Learner	2,613	0.43	0.50	2,613	0.43	0.50	-0.03	0.98	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Special Education	2,613	0.79	0.41	2,613	0.79	0.41	0.00	1.00	0.00
Percent Migrant	2,613	0.01	0.08	2,613	0.01	0.08	0.00	1.00	0.00
Percent Homeless	2,613	0.05	0.22	2,613	0.05	0.22	0.00	1.00	0.00
Percent Disabled	2,613	0.07	0.26	2,613	0.07	0.26	0.00	1.00	0.00
Percent Foster	2,613	0.02	0.14	2,613	0.02	0.14	0.10	0.92	0.00

Exhibit D2: Grade Two Post Propensity Score Matching Baseline Demographic Comparisons for California Department of Education’s Expanded Learning Before School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	2,537	0.50	0.50	2,537	0.50	0.50	0.00	1.00	0.00
Percent Asian	2,537	0.02	0.14	2,537	0.02	0.14	0.00	1.00	0.00
Percent Black	2,537	0.11	0.31	2,537	0.11	0.31	0.05	0.96	0.00
Percent Filipino	2,537	0.02	0.13	2,537	0.02	0.13	-0.11	0.91	0.00
Percent Hispanic	2,537	0.72	0.45	2,537	0.72	0.45	0.00	1.00	0.00
Percent Native American/ American Indian	2,537	0.00	0.04	2,537	0.00	0.04	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Hawaiian/Pacific Islander	2,537	0.01	0.08	2,537	0.01	0.08	0.00	1.00	0.00
Percent White	2,537	0.08	0.28	2,537	0.08	0.28	0.00	1.00	0.00
Percent Two or More Ethnicities	2,537	0.04	0.19	2,537	0.04	0.19	0.08	0.94	0.00
Percent No Response	2,537	0.01	0.10	2,537	0.01	0.10	-0.14	0.89	0.00
Percent English Language Learner	2,537	0.45	0.50	2,537	0.45	0.50	-0.03	0.98	0.00
Percent Special Education	2,537	0.83	0.38	2,537	0.83	0.38	0.04	0.97	0.00
Percent Migrant	2,537	0.01	0.10	2,537	0.01	0.10	0.14	0.89	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Homeless	2,537	0.05	0.22	2,537	0.05	0.22	0.13	0.90	0.00
Percent Disabled	2,537	0.09	0.29	2,537	0.09	0.29	0.05	0.96	0.00
Percent Foster	2,537	0.01	0.12	2,537	0.02	0.12	0.11	0.91	0.00

Exhibit D3: Grade Three Post Propensity Score Matching Baseline Demographic Comparisons for California Department of Education’s Expanded Learning Before School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	2,749	0.49	0.50	2,749	0.49	0.50	0.00	1.00	0.00
Percent Asian	2,749	0.02	0.15	2,749	0.02	0.15	-0.09	0.93	0.00
Percent Black	2,749	0.10	0.30	2,749	0.10	0.30	0.00	1.00	0.00
Percent Filipino	2,749	0.02	0.13	2,749	0.02	0.13	0.00	1.00	0.00
Percent Hispanic	2,749	0.73	0.45	2,749	0.73	0.45	0.00	1.00	0.00
Percent Native American/ American Indian	2,749	0.00	0.07	2,749	0.00	0.07	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	2,749	0.01	0.08	2,749	0.01	0.08	0.00	1.00	0.00
Percent White	2,749	0.08	0.28	2,749	0.08	0.28	0.05	0.96	0.00
Percent Two or More Ethnicities	2,749	0.03	0.18	2,749	0.03	0.18	0.00	1.00	0.00
Percent No Response	2,749	0.01	0.09	2,749	0.01	0.09	0.00	1.00	0.00
Percent English Language Learner	2,749	0.46	0.50	2,749	0.45	0.50	-0.03	0.98	0.00
Percent Special Education	2,749	0.84	0.36	2,749	0.84	0.36	0.00	1.00	0.00
Percent Migrant	2,749	0.01	0.09	2,749	0.01	0.09	0.15	0.88	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Homeless	2,749	0.05	0.22	2,749	0.05	0.22	0.06	0.95	0.00
Percent Disabled	2,749	0.10	0.30	2,749	0.10	0.30	0.00	1.00	0.00
Percent Foster	2,749	0.01	0.12	2,749	0.01	0.11	-0.12	0.91	0.00

Exhibit D4: Grade Four Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	2,789	0.50	0.50	2,789	0.50	0.50	-0.03	0.98	0.00
Percent Asian	2,789	0.02	0.15	2,789	0.02	0.15	0.09	0.93	0.00
Percent Black	2,789	0.10	0.30	2,789	0.10	0.30	0.00	1.00	0.00
Percent Filipino	2,789	0.02	0.14	2,789	0.02	0.14	0.00	1.00	0.00
Percent Hispanic	2,789	0.72	0.45	2,789	0.72	0.45	0.00	1.00	0.00
Percent Native American/ American Indian	2,789	0.00	0.07	2,789	0.00	0.06	-0.21	0.83	-0.01

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Hawaiian/Pacific Islander	2,789	0.00	0.06	2,789	0.00	0.06	0.23	0.82	0.01
Percent White	2,789	0.09	0.29	2,789	0.09	0.29	-0.05	0.96	0.00
Percent Two or More Ethnicities	2,789	0.03	0.18	2,789	0.03	0.18	0.00	1.00	0.00
Percent No Response	2,789	0.01	0.08	2,789	0.01	0.08	0.00	1.00	0.00
Percent English Language Learner	2,789	0.44	0.50	2,789	0.44	0.50	0.00	1.00	0.00
Percent Special Education	2,789	0.84	0.36	2,789	0.85	0.36	0.07	0.94	0.00
Percent Migrant	2,789	0.01	0.10	2,789	0.01	0.10	-0.13	0.89	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Homeless	2,789	0.05	0.22	2,789	0.05	0.23	0.12	0.91	0.00
Percent Disabled	2,789	0.12	0.32	2,789	0.12	0.32	0.04	0.97	0.00
Percent Foster	2,789	0.02	0.13	2,789	0.02	0.13	0.21	0.83	0.01

Exhibit D5: Grade Five Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	2,613	0.51	0.50	2,613	0.51	0.50	0.00	1.00	0.00
Percent Asian	2,613	0.03	0.16	2,613	0.03	0.16	0.00	1.00	0.00
Percent Black	2,613	0.11	0.31	2,613	0.11	0.31	0.00	1.00	0.00
Percent Filipino	2,613	0.01	0.12	2,613	0.01	0.12	0.00	1.00	0.00
Percent Hispanic	2,613	0.73	0.44	2,613	0.73	0.44	0.00	1.00	0.00
Percent Native American/ American Indian	2,613	0.01	0.08	2,613	0.01	0.08	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Hawaiian/Pacific Islander	2,613	0.01	0.07	2,613	0.01	0.07	0.00	1.00	0.00
Percent White	2,613	0.08	0.27	2,613	0.08	0.27	0.00	1.00	0.00
Percent Two or More Ethnicities	2,613	0.02	0.15	2,613	0.02	0.15	0.00	1.00	0.00
Percent No Response	2,613	0.01	0.08	2,613	0.01	0.08	0.00	1.00	0.00
Percent English Language Learner	2,613	0.37	0.48	2,613	0.37	0.48	0.00	1.00	0.00
Percent Special Education	2,613	0.84	0.36	2,613	0.84	0.36	0.00	1.00	0.00
Percent Migrant	2,613	0.01	0.10	2,613	0.01	0.10	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Homeless	2,613	0.05	0.22	2,613	0.05	0.22	0.00	1.00	0.00
Percent Disabled	2,613	0.12	0.32	2,613	0.12	0.32	0.00	1.00	0.00
Percent Foster	2,613	0.01	0.10	2,613	0.01	0.10	0.00	1.00	0.00

Exhibit D6: Grade Six Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	1,469	0.50	0.50	1,469	0.50	0.50	0.00	1.00	0.00
Percent Asian	1,469	0.03	0.17	1,469	0.03	0.17	0.00	1.00	0.00
Percent Black	1,469	0.12	0.33	1,469	0.12	0.33	0.00	1.00	0.00
Percent Filipino	1,469	0.03	0.17	1,469	0.03	0.17	0.00	1.00	0.00
Percent Hispanic	1,469	0.66	0.47	1,469	0.66	0.47	0.00	1.00	0.00
Percent Native American/ American Indian	1,469	0.01	0.08	1,469	0.01	0.08	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Hawaiian/Pacific Islander	1,469	0.00	0.07	1,469	0.00	0.07	0.00	1.00	0.00
Percent White	1,469	0.11	0.31	1,469	0.11	0.31	0.00	1.00	0.00
Percent Two or More Ethnicities	1,469	0.04	0.19	1,469	0.04	0.19	0.00	1.00	0.00
Percent No Response	1,469	0.00	0.06	1,469	0.00	0.06	0.00	1.00	0.00
Percent English Language Learner	1,469	0.30	0.46	1,469	0.30	0.46	0.00	1.00	0.00
Percent Special Education	1,469	0.82	0.38	1,469	0.82	0.38	0.00	1.00	0.00
Percent Migrant	1,469	0.02	0.13	1,469	0.02	0.13	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Homeless	1,469	0.04	0.19	1,469	0.04	0.19	0.00	1.00	0.00
Percent Disabled	1,469	0.14	0.34	1,469	0.14	0.34	0.00	1.00	0.00
Percent Foster	1,469	0.01	0.12	1,469	0.01	0.12	0.00	1.00	0.00

Exhibit D7: Grade Seven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	1,214	0.47	0.50	1,214	0.47	0.50	0.00	1.00	0.00
Percent Asian	1,214	0.05	0.22	1,214	0.05	0.22	0.00	1.00	0.00
Percent Black	1,214	0.09	0.29	1,214	0.09	0.29	-0.07	0.94	0.00
Percent Filipino	1,214	0.03	0.18	1,214	0.03	0.18	0.00	1.00	0.00
Percent Hispanic	1,214	0.55	0.50	1,214	0.55	0.50	0.00	1.00	0.00
Percent Native American/ American Indian	1,214	0.01	0.08	1,214	0.01	0.08	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Hawaiian/Pacific Islander	1,214	0.01	0.09	1,214	0.01	0.09	0.00	1.00	0.00
Percent White	1,214	0.22	0.41	1,214	0.22	0.41	0.00	1.00	0.00
Percent Two or More Ethnicities	1,214	0.03	0.17	1,214	0.03	0.17	0.12	0.91	0.00
Percent No Response	1,214	0.01	0.09	1,214	0.01	0.09	0.00	1.00	0.00
Percent English Language Learner	1,214	0.20	0.40	1,214	0.20	0.40	-0.05	0.96	0.00
Percent Special Education	1,214	0.68	0.47	1,214	0.68	0.47	0.04	0.97	0.00
Percent Migrant	1,214	0.01	0.11	1,214	0.01	0.11	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Homeless	1,214	0.04	0.19	1,214	0.04	0.19	0.11	0.92	0.00
Percent Disabled	1,214	0.13	0.34	1,214	0.13	0.34	0.06	0.95	0.00
Percent Foster	1,214	0.01	0.11	1,214	0.01	0.11	0.19	0.85	0.01

Exhibit D8: Grade Eight Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Female	1,003	0.44	0.50	1,003	0.44	0.50	0.00	1.00	0.00
Percent Asian	1,003	0.04	0.20	1,003	0.04	0.20	0.00	1.00	0.00
Percent Black	1,003	0.09	0.29	1,003	0.09	0.29	0.00	1.00	0.00
Percent Filipino	1,003	0.04	0.19	1,003	0.04	0.19	0.00	1.00	0.00
Percent Hispanic	1,003	0.57	0.49	1,003	0.57	0.49	0.00	1.00	0.00
Percent Native American/ American Indian	1,003	0.00	0.07	1,003	0.00	0.07	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	1,003	0.01	0.10	1,003	0.01	0.10	0.00	1.00	0.00
Percent White	1,003	0.21	0.41	1,003	0.21	0.41	0.00	1.00	0.00
Percent Two or More Ethnicities	1,003	0.03	0.17	1,003	0.03	0.17	0.00	1.00	0.00
Percent No Response	1,003	0.01	0.09	1,003	0.01	0.09	0.00	1.00	0.00
Percent English Language Learner	1,003	0.18	0.39	1,003	0.18	0.39	0.00	1.00	0.00
Percent Special Education	1,003	0.67	0.47	1,003	0.67	0.47	0.00	1.00	0.00
Percent Migrant	1,003	0.01	0.10	1,003	0.01	0.10	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	t	p	d
Percent Homeless	1,003	0.03	0.17	1,003	0.03	0.17	0.00	1.00	0.00
Percent Disabled	1,003	0.12	0.33	1,003	0.12	0.33	0.00	1.00	0.00
Percent Foster	1,003	0.01	0.09	1,003	0.01	0.09	0.00	1.00	0.00

Exhibit D9: Grade One Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	53,544	0.49	0.50	53,544	0.49	0.50	-0.01	0.99	0.00
Percent Asian	53,544	0.05	0.21	53,544	0.05	0.21	0.00	1.00	0.00
Percent Black	53,544	0.09	0.29	53,544	0.09	0.29	-0.03	0.97	0.00
Percent Filipino	53,544	0.01	0.10	53,544	0.01	0.10	0.00	1.00	0.00
Percent Hispanic	53,544	0.70	0.46	53,544	0.70	0.46	0.01	0.99	0.00
Percent Native American/ American Indian	53,544	0.01	0.07	53,544	0.01	0.07	0.04	0.97	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	53,544	0.00	0.07	53,544	0.00	0.07	0.18	0.85	0.00
Percent White	53,544	0.10	0.31	53,544	0.10	0.31	0.00	1.00	0.00
Percent Two or More Ethnicities	53,544	0.02	0.15	53,544	0.02	0.15	0.00	1.00	0.00
Percent No Response	53,544	0.01	0.12	53,544	0.01	0.12	-0.08	0.94	0.00
Percent English Language Learner	53,544	0.44	0.50	53,544	0.44	0.50	-0.03	0.98	0.00
Percent Special Education	53,544	0.82	0.38	53,544	0.82	0.38	0.00	1.00	0.00
Percent Migrant	53,544	0.02	0.13	53,544	0.02	0.13	0.02	0.98	0.00
Percent Homeless	53,544	0.05	0.22	53,544	0.05	0.22	-0.01	0.99	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Disabled	53,544	0.06	0.24	53,544	0.06	0.24	0.04	0.97	0.00
Percent Foster	53,544	0.02	0.14	53,544	0.02	0.14	0.11	0.91	0.00

Exhibit D10: Grade Two Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	59,653	0.50	0.50	59,653	0.50	0.50	0.03	0.97	0.00
Percent Asian	59,653	0.05	0.22	59,653	0.05	0.22	-0.01	0.99	0.00
Percent Black	59,653	0.09	0.28	59,653	0.09	0.28	-0.04	0.97	0.00
Percent Filipino	59,653	0.01	0.11	59,653	0.01	0.11	0.05	0.96	0.00
Percent Hispanic	59,653	0.71	0.45	59,653	0.71	0.45	0.00	1.00	0.00
Percent Native American/ American Indian	59,653	0.01	0.08	59,653	0.01	0.08	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	59,653	0.00	0.07	59,653	0.00	0.07	0.04	0.97	0.00
Percent White	59,653	0.09	0.29	59,653	0.09	0.29	-0.07	0.94	0.00
Percent Two or More Ethnicities	59,653	0.02	0.15	59,653	0.02	0.15	0.14	0.89	0.00
Percent No Response	59,653	0.01	0.10	59,653	0.01	0.10	0.06	0.95	0.00
Percent English Language Learner	59,653	0.47	0.50	59,653	0.47	0.50	0.03	0.97	0.00
Percent Special Education	59,653	0.86	0.35	59,653	0.86	0.35	0.07	0.95	0.00
Percent Migrant	59,653	0.02	0.14	59,653	0.02	0.14	0.12	0.90	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Homeless	59,653	0.05	0.22	59,653	0.05	0.22	0.09	0.93	0.00
Percent Disabled	59,653	0.08	0.26	59,653	0.08	0.26	0.09	0.93	0.00
Percent Foster	59,653	0.02	0.13	59,653	0.02	0.13	0.09	0.93	0.00

Exhibit D11: Grade Three Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	62,769	0.50	0.50	62,769	0.50	0.50	-0.06	0.95	0.00
Percent Asian	62,769	0.05	0.22	62,769	0.05	0.22	-0.01	0.99	0.00
Percent Black	62,769	0.08	0.28	62,769	0.08	0.28	-0.07	0.94	0.00
Percent Filipino	62,769	0.01	0.11	62,769	0.01	0.11	0.03	0.98	0.00
Percent Hispanic	62,769	0.72	0.45	62,769	0.72	0.45	-0.04	0.97	0.00
Percent Native American/ American Indian	62,769	0.01	0.07	62,769	0.01	0.07	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	62,769	0.00	0.07	62,769	0.00	0.07	0.00	1.00	0.00
Percent White	62,769	0.10	0.30	62,769	0.10	0.30	0.05	0.96	0.00
Percent Two or More Ethnicities	62,769	0.02	0.14	62,769	0.02	0.14	-0.04	0.97	0.00
Percent No Response	62,769	0.01	0.08	62,769	0.01	0.08	0.34	0.74	0.00
Percent English Language Learner	62,769	0.47	0.50	62,769	0.47	0.50	0.06	0.95	0.00
Percent Special Education	62,769	0.86	0.35	62,769	0.86	0.35	-0.02	0.99	0.00
Percent Migrant	62,769	0.02	0.14	62,769	0.02	0.14	0.16	0.87	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Homeless	62,769	0.05	0.22	62,769	0.05	0.22	0.10	0.92	0.00
Percent Disabled	62,769	0.09	0.29	62,769	0.09	0.29	-0.06	0.95	0.00
Percent Foster	62,769	0.02	0.13	62,769	0.02	0.13	0.13	0.89	0.00

Exhibit D12: Grade Four Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	63,454	0.51	0.50	63,454	0.51	0.50	0.03	0.98	0.00
Percent Asian	63,454	0.06	0.23	63,454	0.06	0.23	-0.01	0.99	0.00
Percent Black	63,454	0.08	0.27	63,454	0.08	0.27	0.02	0.98	0.00
Percent Filipino	63,454	0.01	0.11	63,454	0.01	0.11	-0.02	0.98	0.00
Percent Hispanic	63,454	0.72	0.45	63,454	0.72	0.45	-0.02	0.99	0.00
Percent Native American/ American Indian	63,454	0.01	0.08	63,454	0.01	0.08	0.04	0.97	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	63,454	0.00	0.06	63,454	0.00	0.06	0.04	0.97	0.00
Percent White	63,454	0.09	0.29	63,454	0.09	0.29	0.02	0.98	0.00
Percent Two or More Ethnicities	63,454	0.02	0.14	63,454	0.02	0.14	-0.10	0.92	0.00
Percent No Response	63,454	0.01	0.08	63,454	0.01	0.08	0.15	0.88	0.00
Percent English Language Learner	63,454	0.46	0.50	63,454	0.46	0.50	0.03	0.98	0.00
Percent Special Education	63,454	0.86	0.35	63,454	0.86	0.35	-0.01	0.99	0.00
Percent Migrant	63,454	0.02	0.14	63,454	0.02	0.14	0.06	0.95	0.00
Percent Homeless	63,454	0.05	0.22	63,454	0.05	0.22	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Disabled	63,454	0.10	0.30	63,454	0.10	0.30	0.07	0.95	0.00
Percent Foster	63,454	0.01	0.12	63,454	0.01	0.12	0.00	1.00	0.00

Exhibit D13: Grade Five Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	58,012	0.51	0.50	58,012	0.51	0.50	0.01	1.00	0.00
Percent Asian	58,012	0.06	0.24	58,012	0.06	0.24	0.04	0.97	0.00
Percent Black	58,012	0.09	0.28	58,012	0.09	0.28	-0.03	0.97	0.00
Percent Filipino	58,012	0.01	0.12	58,012	0.01	0.12	0.00	1.00	0.00
Percent Hispanic	58,012	0.71	0.45	58,012	0.71	0.45	-0.03	0.98	0.00
Percent Native American/ American Indian	58,012	0.01	0.08	58,012	0.01	0.08	0.04	0.97	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	58,012	0.01	0.07	58,012	0.01	0.07	0.00	1.00	0.00
Percent White	58,012	0.09	0.29	58,012	0.09	0.29	0.01	0.99	0.00
Percent Two or More Ethnicities	58,012	0.02	0.13	58,012	0.02	0.13	0.04	0.96	0.00
Percent No Response	58,012	0.01	0.08	58,012	0.01	0.08	0.00	1.00	0.00
Percent English Language Learner	58,012	0.39	0.49	58,012	0.39	0.49	0.00	1.00	0.00
Percent Special Education	58,012	0.86	0.35	58,012	0.86	0.35	0.01	0.99	0.00
Percent Migrant	58,012	0.02	0.14	58,012	0.02	0.14	- 0.02	0.98	0.00
Percent Homeless	58,012	0.05	0.22	58,012	0.05	0.22	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Disabled	58,012	0.11	0.32	58,012	0.11	0.32	0.04	0.97	0.00
Percent Foster	58,012	0.01	0.12	58,012	0.01	0.12	0.05	0.96	0.00

Exhibit D14: Grade Six Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	44,983	0.51	0.50	44,983	0.51	0.50	-0.01	0.99	0.00
Percent Asian	44,983	0.07	0.25	44,983	0.07	0.25	0.07	0.95	0.00
Percent Black	44,983	0.09	0.29	44,983	0.09	0.29	-0.04	0.97	0.00
Percent Filipino	44,983	0.02	0.13	44,983	0.02	0.13	0.00	1.00	0.00
Percent Hispanic	44,983	0.71	0.46	44,983	0.71	0.46	0.01	0.99	0.00
Percent Native American/ American Indian	44,983	0.01	0.08	44,983	0.01	0.08	-0.04	0.97	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/Pacific Islander	44,983	0.01	0.08	44,983	0.01	0.08	0.04	0.97	0.00
Percent White	44,983	0.08	0.28	44,983	0.08	0.28	0.00	1.00	0.00
Percent Two or More Ethnicities	44,983	0.02	0.13	44,983	0.02	0.13	0.00	1.00	0.00
Percent No Response	44,983	0.01	0.08	44,983	0.01	0.08	-0.13	0.90	0.00
Percent English Language Learner	44,983	0.33	0.47	44,983	0.33	0.47	-0.01	0.99	0.00
Percent Special Education	44,983	0.85	0.36	44,983	0.85	0.36	0.07	0.95	0.00
Percent Migrant	44,983	0.02	0.13	44,983	0.02	0.13	0.15	0.88	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Homeless	44,983	0.04	0.20	44,983	0.04	0.20	0.07	0.95	0.00
Percent Disabled	44,983	0.12	0.32	44,983	0.12	0.32	0.02	0.98	0.00
Percent Foster	44,983	0.01	0.11	44,983	0.01	0.11	0.23	0.81	0.00

Exhibit D15: Grade Seven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	34,145	0.50	0.50	34,145	0.50	0.50	-0.02	0.98	0.00
Percent Asian	34,145	0.07	0.26	34,145	0.07	0.26	-0.01	0.99	0.00
Percent Black	34,145	0.10	0.30	34,145	0.10	0.30	-0.03	0.98	0.00
Percent Filipino	34,145	0.02	0.14	34,145	0.02	0.14	-0.03	0.98	0.00
Percent Hispanic	34,145	0.66	0.47	34,145	0.66	0.47	0.00	1.00	0.00
Percent Native American/ American Indian	34,145	0.01	0.08	34,145	0.01	0.08	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	34,145	0.01	0.07	34,145	0.01	0.07	0.05	0.96	0.00
Percent White	34,145	0.11	0.31	34,145	0.11	0.31	0.02	0.98	0.00
Percent Two or More Ethnicities	34,145	0.02	0.13	34,145	0.02	0.13	0.00	1.00	0.00
Percent No Response	34,145	0.01	0.10	34,145	0.01	0.10	0.04	0.97	0.00
Percent English Language Learner	34,145	0.23	0.42	34,145	0.23	0.42	0.01	0.99	0.00
Percent Special Education	34,145	0.81	0.39	34,145	0.81	0.39	0.08	0.94	0.00
Percent Migrant	34,145	0.02	0.13	34,145	0.02	0.13	0.06	0.95	0.00
Percent Homeless	34,145	0.04	0.20	34,145	0.04	0.20	0.06	0.95	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Disabled	34,145	0.12	0.33	34,145	0.12	0.33	0.01	0.99	0.00
Percent Foster	34,145	0.01	0.11	34,145	0.01	0.11	0.38	0.70	0.00

Exhibit D16: Grade Eight Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Female	29,039	0.50	0.50	29,039	0.50	0.50	-0.02	0.99	0.00
Percent Asian	29,039	0.07	0.25	29,039	0.07	0.25	0.02	0.99	0.00
Percent Black	29,039	0.12	0.32	29,039	0.12	0.32	0.00	1.00	0.00
Percent Filipino	29,039	0.02	0.15	29,039	0.02	0.15	0.03	0.98	0.00
Percent Hispanic	29,039	0.65	0.48	29,039	0.65	0.48	-0.03	0.98	0.00
Percent Native American/ American Indian	29,039	0.01	0.08	29,039	0.01	0.08	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	29,039	0.01	0.08	29,039	0.01	0.08	-0.05	0.96	0.00
Percent White	29,039	0.10	0.30	29,039	0.10	0.30	0.00	1.00	0.00
Percent Two or More Ethnicities	29,039	0.02	0.12	29,039	0.02	0.12	0.03	0.97	0.00
Percent No Response	29,039	0.01	0.09	29,039	0.01	0.09	0.05	0.96	0.00
Percent English Language Learner	29,039	0.20	0.40	29,039	0.20	0.40	0.01	0.99	0.00
Percent Special Education	29,039	0.81	0.39	29,039	0.81	0.39	0.02	0.98	0.00
Percent Migrant	29,039	0.02	0.12	29,039	0.02	0.12	-0.03	0.97	0.00
Percent Homeless	29,039	0.03	0.18	29,039	0.03	0.18	0.05	0.96	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	t	p	d
Percent Disabled	29,039	0.11	0.32	29,039	0.11	0.32	0.04	0.97	0.00
Percent Foster	29,039	0.01	0.11	29,039	0.01	0.11	0.04	0.97	0.00

Exhibit D17: Grade One Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	13,431	0.48	0.50	13,431	0.48	0.50	-0.01	0.99	0.00
Percent Asian	13,431	0.05	0.21	13,431	0.05	0.21	0.03	0.98	0.00
Percent Black	13,431	0.08	0.27	13,431	0.08	0.27	-0.02	0.98	0.00
Percent Filipino	13,431	0.01	0.08	13,431	0.01	0.08	0.00	1.00	0.00
Percent Hispanic	13,431	0.75	0.43	13,431	0.75	0.43	-0.01	0.99	0.00
Percent Native American/ American Indian	13,431	0.00	0.06	13,431	0.00	0.06	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	13,431	0.00	0.06	13,431	0.00	0.06	0.00	1.00	0.00
Percent White	13,431	0.08	0.27	13,431	0.08	0.27	0.00	1.00	0.00
Percent Two or More Ethnicities	13,431	0.02	0.13	13,431	0.02	0.13	0.05	0.96	0.00
Percent No Response	13,431	0.01	0.12	13,431	0.01	0.12	0.00	1.00	0.00
Percent English Language Learner	13,431	0.55	0.50	13,431	0.55	0.50	-0.01	0.99	0.00
Percent Special Education	13,431	0.84	0.36	13,431	0.84	0.36	0.02	0.99	0.00
Percent Migrant	13,431	0.03	0.17	13,431	0.03	0.17	0.04	0.97	0.00
Percent Homeless	13,431	0.06	0.23	13,431	0.06	0.23	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Disabled	13,431	0.08	0.27	13,431	0.08	0.27	0.00	1.00	0.00
Percent Foster	13,431	0.02	0.14	13,431	0.02	0.14	0.00	1.00	0.00

Exhibit D18: Grade Two Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	13,429	0.48	0.50	13,429	0.48	0.50	0.06	0.95	0.00
Percent Asian	13,429	0.05	0.21	13,429	0.05	0.21	0.00	1.00	0.00
Percent Black	13,429	0.08	0.28	13,429	0.08	0.28	-0.02	0.98	0.00
Percent Filipino	13,429	0.01	0.08	13,429	0.01	0.08	0.00	1.00	0.00
Percent Hispanic	13,429	0.76	0.43	13,429	0.76	0.43	-0.03	0.98	0.00
Percent Native American/ American Indian	13,429	0.00	0.06	13,429	0.00	0.06	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/Pacific Islander	13,429	0.00	0.07	13,429	0.00	0.07	0.00	1.00	0.00
Percent White	13,429	0.07	0.25	13,429	0.07	0.25	0.00	1.00	0.00
Percent Two or More Ethnicities	13,429	0.02	0.12	13,429	0.02	0.12	0.00	1.00	0.00
Percent No Response	13,429	0.01	0.11	13,429	0.01	0.11	0.17	0.87	0.00
Percent English Language Learner	13,429	0.56	0.50	13,429	0.57	0.50	0.01	0.99	0.00
Percent Special Education	13,429	0.88	0.32	13,429	0.88	0.32	-0.04	0.97	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Migrant	13,429	0.03	0.16	13,429	0.03	0.16	-0.08	0.94	0.00
Percent Homeless	13,429	0.05	0.23	13,429	0.05	0.23	-0.03	0.98	0.00
Percent Disabled	13,429	0.09	0.28	13,429	0.09	0.28	0.09	0.93	0.00
Percent Foster	13,429	0.02	0.14	13,429	0.02	0.14	0.00	1.00	0.00

Exhibit D19: Grade Three Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	13,623	0.48	0.50	13,623	0.48	0.50	0.02	0.98	0.00
Percent Asian	13,623	0.05	0.22	13,623	0.05	0.22	0.00	1.00	0.00
Percent Black	13,623	0.08	0.27	13,623	0.08	0.27	0.00	1.00	0.00
Percent Filipino	13,623	0.01	0.08	13,623	0.01	0.08	0.00	1.00	0.00
Percent Hispanic	13,623	0.77	0.42	13,623	0.77	0.42	0.00	1.00	0.00
Percent Native American/ American Indian	13,623	0.00	0.06	13,623	0.00	0.06	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	13,623	0.00	0.07	13,623	0.00	0.07	0.00	1.00	0.00
Percent White	13,623	0.07	0.25	13,623	0.07	0.25	-0.02	0.98	0.00
Percent Two or More Ethnicities	13,623	0.01	0.12	13,623	0.01	0.12	0.05	0.96	0.00
Percent No Response	13,623	0.01	0.10	13,623	0.01	0.10	0.00	1.00	0.00
Percent English Language Learner	13,623	0.57	0.49	13,623	0.57	0.49	-0.01	0.99	0.00
Percent Special Education	13,623	0.89	0.31	13,623	0.89	0.31	0.00	1.00	0.00
Percent Migrant	13,623	0.03	0.16	13,623	0.03	0.16	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Homeless	13,623	0.06	0.24	13,623	0.06	0.24	0.03	0.98	0.00
Percent Disabled	13,623	0.10	0.30	13,623	0.10	0.30	0.02	0.98	0.00
Percent Foster	13,623	0.02	0.14	13,623	0.02	0.14	0.00	1.00	0.00

Exhibit D20: Grade Four Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	13,112	0.49	0.50	13,112	0.49	0.50	-0.01	0.99	0.00
Percent Asian	13,112	0.05	0.22	13,112	0.05	0.22	-0.03	0.98	0.00
Percent Black	13,112	0.07	0.26	13,112	0.07	0.26	0.00	1.00	0.00
Percent Filipino	13,112	0.01	0.09	13,112	0.01	0.09	0.00	1.00	0.00
Percent Hispanic	13,112	0.78	0.42	13,112	0.78	0.42	0.01	0.99	0.00
Percent Native American/ American Indian	13,112	0.00	0.05	13,112	0.00	0.05	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	13,112	0.00	0.07	13,112	0.00	0.07	0.09	0.93	0.00
Percent White	13,112	0.06	0.24	13,112	0.06	0.24	0.00	1.00	0.00
Percent Two or More Ethnicities	13,112	0.01	0.12	13,112	0.01	0.12	0.00	1.00	0.00
Percent No Response	13,112	0.01	0.10	13,112	0.01	0.10	- 0.06	0.95	0.00
Percent English Language Learner	13,112	0.55	0.50	13,112	0.55	0.50	- 0.01	0.99	0.00
Percent Special Education	13,112	0.90	0.30	13,112	0.90	0.30	0.00	1.00	0.00
Percent Migrant	13,112	0.03	0.17	13,112	0.03	0.17	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Homeless	13,112	0.06	0.23	13,112	0.06	0.23	0.03	0.98	0.00
Percent Disabled	13,112	0.11	0.31	13,112	0.11	0.31	0.04	0.97	0.00
Percent Foster	13,112	0.02	0.13	13,112	0.02	0.13	0.09	0.93	0.00

Exhibit D21: Grade Five Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	11,398	0.49	0.50	11,398	0.49	0.50	0.00	1.00	0.00
Percent Asian	11,398	0.05	0.21	11,398	0.05	0.21	-0.03	0.97	0.00
Percent Black	11,398	0.08	0.27	11,398	0.08	0.27	0.00	1.00	0.00
Percent Filipino	11,398	0.01	0.09	11,398	0.01	0.09	0.00	1.00	0.00
Percent Hispanic	11,398	0.78	0.42	11,398	0.78	0.42	0.00	1.00	0.00
Percent Native American/ American/ Indian	11,398	0.00	0.06	11,398	0.00	0.06	0.12	0.91	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	11,398	0.00	0.07	11,398	0.00	0.07	-0.10	0.92	0.00
Percent White	11,398	0.06	0.23	11,398	0.06	0.23	0.00	1.00	0.00
Percent Two or More Ethnicities	11,398	0.01	0.12	11,398	0.01	0.12	0.06	0.96	0.00
Percent No Response	11,398	0.01	0.10	11,398	0.01	0.10	0.00	1.00	0.00
Percent English Language Learner	11,398	0.46	0.50	11,398	0.46	0.50	-0.01	0.99	0.00
Percent Special Education	11,398	0.89	0.31	11,398	0.89	0.31	0.02	0.98	0.00
Percent Migrant	11,398	0.03	0.16	11,398	0.03	0.16	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Homeless	11,398	0.06	0.23	11,398	0.06	0.23	0.06	0.95	0.00
Percent Disabled	11,398	0.12	0.32	11,398	0.12	0.32	0.02	0.98	0.00
Percent Foster	11,398	0.02	0.12	11,398	0.02	0.13	0.05	0.96	0.00

Exhibit D22: Grade Six Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	8,967	0.48	0.50	8,967	0.48	0.50	0.00	1.00	0.00
Percent Asian	8,967	0.07	0.25	8,967	0.07	0.25	0.00	1.00	0.00
Percent Black	8,967	0.08	0.27	8,967	0.08	0.27	0.00	1.00	0.00
Percent Filipino	8,967	0.01	0.10	8,967	0.01	0.10	0.00	1.00	0.00
Percent Hispanic	8,967	0.76	0.43	8,967	0.76	0.43	-0.02	0.99	0.00
Percent Native American/ American Indian	8,967	0.00	0.06	8,967	0.00	0.06	0.12	0.90	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	8,967	0.01	0.08	8,967	0.01	0.08	0.00	1.00	0.00
Percent White	8,967	0.05	0.23	8,967	0.05	0.23	0.00	1.00	0.00
Percent Two or More Ethnicities	8,967	0.01	0.10	8,967	0.01	0.10	0.00	1.00	0.00
Percent No Response	8,967	0.01	0.09	8,967	0.01	0.09	0.00	1.00	0.00
Percent English Language Learner	8,967	0.40	0.49	8,967	0.40	0.49	0.00	1.00	0.00
Percent Special Education	8,967	0.88	0.32	8,967	0.88	0.32	0.00	1.00	0.00
Percent Migrant	8,967	0.03	0.16	8,967	0.03	0.16	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Homeless	8,967	0.04	0.20	8,967	0.04	0.20	0.04	0.97	0.00
Percent Disabled	8,967	0.13	0.33	8,967	0.13	0.33	0.04	0.96	0.00
Percent Foster	8,967	0.01	0.12	8,967	0.01	0.12	0.13	0.90	0.00

Exhibit D23: Grade Seven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	8,192	0.48	0.50	8,192	0.48	0.50	-0.03	0.98	0.00
Percent Asian	8,192	0.07	0.25	8,192	0.07	0.25	0.00	1.00	0.00
Percent Black	8,192	0.08	0.27	8,192	0.08	0.27	0.03	0.98	0.00
Percent Filipino	8,192	0.02	0.12	8,192	0.02	0.12	0.00	1.00	0.00
Percent Hispanic	8,192	0.74	0.44	8,192	0.74	0.44	-0.02	0.99	0.00
Percent Native American/ American Indian	8,192	0.00	0.05	8,192	0.00	0.05	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	8,192	0.00	0.06	8,192	0.00	0.06	0.12	0.90	0.00
Percent White	8,192	0.07	0.25	8,192	0.07	0.25	0.00	1.00	0.00
Percent Two or More Ethnicities	8,192	0.01	0.10	8,192	0.01	0.10	-0.08	0.94	0.00
Percent No Response	8,192	0.01	0.09	8,192	0.01	0.09	0.00	1.00	0.00
Percent English Language Learner	8,192	0.31	0.46	8,192	0.31	0.46	0.02	0.99	0.00
Percent Special Education	8,192	0.86	0.34	8,192	0.86	0.34	0.00	1.00	0.00
Percent Migrant	8,192	0.03	0.17	8,192	0.03	0.17	-0.05	0.96	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Homeless	8,192	0.05	0.22	8,192	0.05	0.22	0.03	0.97	0.00
Percent Disabled	8,192	0.12	0.33	8,192	0.12	0.33	0.00	1.00	0.00
Percent Foster	8,192	0.01	0.11	8,192	0.01	0.11	-0.07	0.94	0.00

Exhibit D24: Grade Eight Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Female	5,796	0.46	0.50	5,796	0.46	0.50	-0.02	0.99	0.00
Percent Asian	5,796	0.06	0.24	5,796	0.06	0.24	0.04	0.97	0.00
Percent Black	5,796	0.09	0.29	5,796	0.09	0.29	0.00	1.00	0.00
Percent Filipino	5,796	0.02	0.13	5,796	0.02	0.13	0.00	1.00	0.00
Percent Hispanic	5,796	0.74	0.44	5,796	0.74	0.44	-0.02	0.98	0.00
Percent Native American/ American Indian	5,796	0.00	0.06	5,796	0.00	0.06	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	5,796	0.01	0.08	5,796	0.01	0.08	0.00	1.00	0.00
Percent White	5,796	0.06	0.24	5,796	0.06	0.24	0.00	1.00	0.00
Percent Two or More Ethnicities	5,796	0.01	0.11	5,796	0.01	0.11	0.00	1.00	0.00
Percent No Response	5,796	0.01	0.09	5,796	0.01	0.09	0.00	1.00	0.00
Percent English Language Learner	5,796	0.27	0.45	5,796	0.27	0.45	0.02	0.98	0.00
Percent Special Education	5,796	0.87	0.33	5,796	0.87	0.33	-0.03	0.98	0.00
Percent Migrant	5,796	0.03	0.16	5,796	0.03	0.16	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental Program Participants n	CDE Expanded Learning Supplemental Program Participants M	CDE Expanded Learning Supplemental Program Participants SD	t	p	d
Percent Homeless	5,796	0.04	0.21	5,796	0.04	0.21	-0.05	0.96	0.00
Percent Disabled	5,796	0.12	0.32	5,796	0.12	0.32	0.00	1.00	0.00
Percent Foster	5,796	0.01	0.10	5,796	0.01	0.10	-0.09	0.93	0.00

Exhibit D25: Grade Nine Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Female	5,661	0.44	0.50	5,661	0.44	0.50	-0.06	0.95	0.00
Percent Asian	5,661	0.07	0.26	5,661	0.07	0.26	0.04	0.97	0.00
Percent Black	5,661	0.11	0.32	5,661	0.11	0.32	0.00	1.00	0.00
Percent Filipino	5,661	0.04	0.19	5,661	0.04	0.18	-0.05	0.96	0.00
Percent Hispanic	5,661	0.64	0.48	5,661	0.64	0.48	-0.04	0.97	0.00
Percent Native American/ American Indian	5,661	0.01	0.08	5,661	0.01	0.08	0.12	0.91	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	5,661	0.01	0.11	5,661	0.01	0.11	0.00	1.00	0.00
Percent White	5,661	0.10	0.30	5,661	0.10	0.30	-0.03	0.97	0.00
Percent Two or More Ethnicities	5,661	0.02	0.13	5,661	0.02	0.13	0.15	0.88	0.00
Percent No Response	5,661	0.01	0.08	5,661	0.01	0.08	0.00	1.00	0.00
Percent English Language Learner	5,661	0.17	0.37	5,661	0.17	0.37	0.10	0.92	0.00
Percent Special Education	5,661	0.83	0.38	5,661	0.83	0.38	-0.15	0.88	0.00
Percent Migrant	5,661	0.01	0.09	5,661	0.01	0.09	-0.11	0.92	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Homeless	5,661	0.03	0.17	5,661	0.03	0.17	0.11	0.91	0.00
Percent Disabled	5,661	0.12	0.33	5,661	0.12	0.33	-0.06	0.95	0.00
Percent Foster	5,661	0.01	0.10	5,661	0.01	0.10	0.37	0.71	0.01

Exhibit D26: Grade Ten Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Female	7,906	0.45	0.50	7,906	0.45	0.50	-0.06	0.95	0.00
Percent Asian	7,906	0.08	0.27	7,906	0.08	0.26	-0.03	0.98	0.00
Percent Black	7,906	0.11	0.31	7,906	0.11	0.31	0.16	0.88	0.00
Percent Filipino	7,906	0.03	0.18	7,906	0.03	0.18	-0.18	0.86	0.00
Percent Hispanic	7,906	0.64	0.48	7,906	0.64	0.48	-0.02	0.99	0.00
Percent Native American/ American Indian	7,906	0.01	0.08	7,906	0.01	0.08	-0.19	0.85	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	7,906	0.01	0.10	7,906	0.01	0.10	0.08	0.94	0.00
Percent White	7,906	0.10	0.30	7,906	0.10	0.30	0.03	0.98	0.00
Percent Two or More Ethnicities	7,906	0.02	0.13	7,906	0.02	0.12	-0.19	0.85	0.00
Percent No Response	7,906	0.01	0.09	7,906	0.01	0.10	0.25	0.80	0.00
Percent English Language Learner	7,906	0.17	0.37	7,906	0.17	0.37	0.19	0.85	0.00
Percent Special Education	7,906	0.79	0.41	7,906	0.79	0.41	0.12	0.91	0.00
Percent Migrant	7,906	0.01	0.09	7,906	0.01	0.10	0.51	0.61	0.01
Percent Homeless	7,906	0.03	0.16	7,906	0.03	0.16	0.10	0.92	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Disabled	7,906	0.11	0.31	7,906	0.11	0.31	0.03	0.98	0.00
Percent Foster	7,906	0.01	0.09	7,906	0.01	0.09	0.26	0.80	0.00

Exhibit D27: Grade Eleven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Female	8,202	0.46	0.50	8,202	0.46	0.50	0.06	0.95	0.00
Percent Asian	8,202	0.07	0.25	8,202	0.07	0.25	0.12	0.90	0.00
Percent Black	8,202	0.11	0.31	8,202	0.11	0.31	0.15	0.88	0.00
Percent Filipino	8,202	0.04	0.19	8,202	0.04	0.19	-0.16	0.87	0.00
Percent Hispanic	8,202	0.66	0.48	8,202	0.65	0.48	-0.13	0.90	0.00
Percent Native American/ American Indian	8,202	0.01	0.08	8,202	0.01	0.07	-0.74	0.46	-0.01

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	8,202	0.01	0.09	8,202	0.01	0.10	0.93	0.35	0.01
Percent White	8,202	0.09	0.29	8,202	0.09	0.29	-0.03	0.98	0.00
Percent Two or More Ethnicities	8,202	0.01	0.12	8,202	0.01	0.12	-0.07	0.95	0.00
Percent No Response	8,202	0.01	0.09	8,202	0.01	0.09	0.00	1.00	0.00
Percent English Language Learner	8,202	0.15	0.36	8,202	0.15	0.36	0.24	0.81	0.00
Percent Special Education	8,202	0.79	0.40	8,202	0.80	0.40	0.12	0.91	0.00
Percent Migrant	8,202	0.01	0.11	8,202	0.01	0.11	0.14	0.89	0.00
Percent Homeless	8,202	0.03	0.16	8,202	0.03	0.16	0.29	0.77	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Disabled	8,202	0.10	0.30	8,202	0.10	0.30	0.11	0.92	0.00
Percent Foster	8,202	0.01	0.10	8,202	0.01	0.10	0.24	0.81	0.00

Exhibit D28: Grade Twelve Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

(Refer to Appendix H for Descriptive text)

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Female	7,230	0.47	0.50	7,230	0.47	0.50	-0.03	0.97	0.00
Percent Asian	7,230	0.08	0.27	7,230	0.08	0.27	0.09	0.93	0.00
Percent Black	7,230	0.10	0.31	7,230	0.10	0.31	-0.05	0.96	0.00
Percent Filipino	7,230	0.04	0.19	7,230	0.04	0.19	-0.09	0.93	0.00
Percent Hispanic	7,230	0.67	0.47	7,230	0.67	0.47	-0.07	0.94	0.00
Percent Native American/ American Indian	7,230	0.00	0.06	7,230	0.00	0.07	0.13	0.90	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Hawaiian/ Pacific Islander	7,230	0.01	0.10	7,230	0.01	0.10	0.42	0.67	0.01
Percent White	7,230	0.08	0.27	7,230	0.08	0.27	-0.03	0.98	0.00
Percent Two or More Ethnicities	7,230	0.01	0.10	7,230	0.01	0.10	0.00	1.00	0.00
Percent No Response	7,230	0.01	0.07	7,230	0.01	0.07	0.00	1.00	0.00
Percent English Language Learner	7,230	0.14	0.35	7,230	0.14	0.35	0.21	0.83	0.00
Percent Special Education	7,230	0.80	0.40	7,230	0.80	0.40	0.00	1.00	0.00
Percent Migrant	7,230	0.01	0.11	7,230	0.01	0.11	0.00	1.00	0.00

Variable	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	t	p	d
Percent Homeless	7,230	0.03	0.17	7,230	0.03	0.17	-0.05	0.96	0.00
Percent Disabled	7,230	0.10	0.30	7,230	0.10	0.30	-0.06	0.96	0.00
Percent Foster	7,230	0.01	0.09	7,230	0.01	0.09	0.09	0.93	0.00

Appendix E: Quasi-Experimental Study Results

Exhibit E1: California Department of Education's Expanded Learning Before School Programming School Day Attendance Outcomes

(Refer to Appendix H for Descriptive text)

Grade 2015–16	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Before School Program Participants n	CDE Expanded Learning Before School Program Participants M	CDE Expanded Learning Before School Program Participants SD	Adjusted Mean Difference	p	d
1	2,613	157.23	34.77	2,613	167.02	14.52	9.79	<0.001	0.36
2	2,537	159.83	33.25	2,537	168.68	13.34	8.85	<0.001	0.34
3	2,749	161.79	31.71	2,749	169.31	14.48	7.52	<0.001	0.30
4	2,789	161.02	30.78	2,789	168.60	14.82	7.58	<0.001	0.31
5	2,613	161.68	29.77	2,613	170.06	11.66	8.38	<0.001	0.37
6	1,469	159.59	34.97	1,469	170.21	13.08	10.62	<0.001	0.39
7	1,214	163.23	32.25	1,214	170.50	11.95	7.27	<0.001	0.29
8	1,003	163.69	31.79	1,003	168.89	13.39	5.2	0.002	0.21

Exhibit E2: California Department of Education’s Expanded Learning After School Programming School Day Attendance Outcomes

(Refer to Appendix H for Descriptive text)

Grade 2015–16	Non- Participants n	Non- Participants M	Non- Participants SD	CDE Expanded Learning After School Program Participants n	CDE Expanded Learning After School Program Participants M	CDE Expanded Learning After School Program Participants SD	Adjusted Mean Difference	p	d
1	53,544	157.75	33.32	53,544	166.18	21.31	8.43	<0.001	0.30
2	59,653	159.23	32.37	59,653	166.93	20.10	7.70	<0.001	0.28
3	62,769	161.24	31.14	62,769	168.23	19.42	6.99	<0.001	0.27
4	63,454	161.44	30.75	63,454	168.45	18.91	7.01	<0.001	0.27
5	58,012	162.24	30.69	58,012	169.43	18.22	7.19	<0.001	0.28
6	44,983	160.54	32.19	44,983	168.66	19.62	8.12	<0.001	0.30
7	34,145	162.30	31.06	34,145	170.40	14.37	8.10	<0.001	0.33
8	29,039	162.25	31.25	29,039	170.77	14.15	8.52	<0.001	0.35

Exhibit E3: California Department of Education’s Expanded Learning Supplemental Programming School Day Attendance Outcomes

(Refer to Appendix H for Descriptive text)

Grade 2015–16	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning Supplemental School Program Participants n	CDE Expanded Learning Supplemental School Program Participants M	CDE Expanded Learning Supplemental School Program Participants SD	Adjusted Mean Difference	p	d
1	13,431	157.65	32.82	13,431	163.54	21.52	5.89	<0.001	0.21
2	13,429	158.77	31.98	13,429	163.97	21.73	5.20	<0.001	0.19
3	13,623	160.57	30.24	13,623	165.57	20.62	5.00	<0.001	0.19
4	13,112	161.37	30.09	13,112	165.85	21.13	4.48	<0.001	0.17
5	11,398	162.04	30.82	11,398	166.58	22.01	4.54	<0.001	0.17
6	8,967	160.80	32.02	8,967	165.83	21.12	5.03	<0.001	0.18
7	8,192	162.06	31.25	8,192	166.91	19.68	4.85	<0.001	0.18
8	5,796	163.59	30.30	5,796	167.17	19.83	3.58	<0.001	0.14

Exhibit E4: California Department of Education’s Expanded Learning High School Programming School Day Attendance Outcomes

(Refer to Appendix H for Descriptive text)

Grade 2015–16	Non-Participants n	Non-Participants M	Non-Participants SD	CDE Expanded Learning High School Program Participants n	CDE Expanded Learning High School Program Participants M	CDE Expanded Learning High School Program Participants SD	Adjusted Mean Difference	p	d
9	5,661	153.50	38.16	5,661	168.81	16.25	15.31	<0.001	0.51
10	7,906	153.51	36.93	7,906	167.99	17.46	14.48	<0.001	0.49
11	8,202	149.74	40.90	8,202	166.68	20.80	16.94	<0.001	0.51
12	7,230	150.93	39.61	7,230	166.96	22.20	16.03	<0.001	0.49

Exhibit E5: Potential Financial Gains for Differences in Allocated Funding as a Result of Increases in Attendance for Expanded Learning Participants

(Refer to Appendix H for Descriptive text)

Grade 2015–16	Before School Elementary/ Middle	After School Elementary/ Middle	Supplemental Elementary/ Middle	High School
1	\$1,550,942	\$22,949,870	\$5,608,662	N/A
2	\$1,361,010	\$23,934,074	\$5,028,491	N/A
3	\$1,244,843	\$22,749,862	\$4,450,719	N/A
4	\$1,199,205	\$23,259,506	\$4,182,223	N/A
5	\$1,184,391	\$21,885,602	\$3,871,327	N/A
6	\$911,638	\$18,286,370	\$3,606,669	N/A
7	\$693,279	\$16,272,562	\$3,300,991	N/A
8	\$476,839	\$13,913,495	\$2,135,791	N/A
9	N/A	N/A	N/A	\$4,227,600
10	N/A	N/A	N/A	\$5,346,348
11	N/A	N/A	N/A	\$6,084,582
12	N/A	N/A	N/A	\$4,319,674
Total	\$8,622,146	\$163,251,341	\$32,184,872	\$19,978,204

Note: Funding gain calculated using CDE ADA rate of \$10,795 for 2015–16 school year.

Appendix F: Outcomes for Quasi-Experimental Study for English Learners Interactions

Exhibit F1: Differences in School Day Attendance for English Learners by the California Department of Education's Expanded Learning Participation

(Refer to Appendix H for Descriptive text)

Grade 2015–16	CDE-Expanded Learning Participation Status	English Learner n	English Learner M	English Learner SD	Non-English Learner n	Non-English Learner M	Non-English Learner SD	Adjusted Mean Difference
9	Program Participant	951	170.44	17.45	4,710	170.20	15.99	0.24
9	Non-Participant	947	153.00	39.17	4,714	155.31	37.95	-2.31*
10	Program Participant	1,328	168.70	18.86	6,578	168.31	17.16	0.39
10	Non-Participant	1,319	151.04	40.16	6,587	154.43	36.21	-3.39*
11	Program Participant	1,247	167.59	21.50	6,955	166.30	20.67	1.29
11	Non-Participant	1,236	144.59	45.91	6,966	150.36	39.85	-5.77*
12	Program Participant	1,028	168.78	25.05	6,202	167.27	21.68	1.51
12	Non-Participant	1,019	145.08	47.75	6,211	152.42	37.94	-7.34*

Note: * $p < .05$.

Appendix G: What California Healthy Kids Survey Data Tell Us About the Characteristics of the California Department of Education-Funded Schools

To expand knowledge of the characteristics and conditions of the schools that receive funding from the CDE's EXLD and the students they serve.

An analysis was conducted of the CHKS data collected in the two school years 2014–15 through 2015–16 from ASES and 21st CCLC grantee schools compared to all other schools (non-grantees). The grantee sample consisted of 1,351 schools with grade five, 791 with grade seven, and 171 with grades nine through eleven, representing 50 percent of all grantees for these years. The grantee student sample was 257,628 across grades. The total sample consisted of 718 districts, 1,097 schools, and over 1.1 million students.

Demographics (Exhibit G1)

The grantee secondary schools served more economically disadvantaged students and more students of color and English Language Learners than did non-grantee schools.²⁹

On average, 61 percent of grade seven and 68 percent of high school students in grantee schools reported participating in the FRPM Program, compared to only 26 percent and 39 percent, respectively, in non-grantee schools.

The grantee respondents were almost twice as likely to be Hispanic (65 percent versus 35 percent for grade seven and 47 percent for grades nine through eleven). Less than one-quarter of grantee grade seven self-reported as White, compared to over one-third of non-grantees.

Half of the grantee grade seven reported that they did not read English very well, compared to three-quarters of non-grantees.

The students who participate in after school programs offered by grantees demographically reflect their school's population.

²⁹ The CHKS elementary survey does not contain these demographic questions.

Comparing demographics between after school participants and non-participants within grantee schools did not indicate major differences.

School Engagement, Supports, and Conditions (Exhibits G2 and G3)

The CDE is funding ELPs in schools that have students with significantly higher need for the educational, enrichment, and developmental supports they provide than non-grantee schools.

Overall, the grantee respondents were markedly less likely to report doing well academically, being connected to school, and being engaged in learning. They were less likely to feel safe and supported at school and to attend schools that are clean and tidy and welcoming to parents. They were markedly more likely to report being truant and absent from school.

- **Academic Performance.** Class grades of most A's and B's were lower by 13 percentage points among grantees in grade seven and by 10 percentage points in high school. Similarly, grantee grade five were 10 percentage points less likely to report they were one of the best students in the school.
- **Academic Motivation.** High academic motivation was lower by seven, five, and three points across grades five, seven, and nine through eleven respectively.
- **School Attendance.** The grantee secondary students reported rates of school truancy and absences two to four percentage points higher than non-grantees.
- **School Connectedness.** Classification as high in school connectedness among grantees was 5 percentage points lower in elementary and high schools, and 10 points lower in middle schools.
- **School Safety.** The grantee rates for feeling very safe at school were five and six percentage points lower among secondary students and seven percentage points lower for feeling safe most or all of the time among elementary students.
- **Developmental Supports.** Across indicators of developmental support at school (caring adult relationships, high expectations, and opportunities for meaningful participation), secondary respondents' percentages were less positive; most indicators by four to seven percentage points.

- **School Facilities.** In one of the biggest differences, the percentage of grantee grade seven that reported their school was clean and tidy was 17 percentage points lower than non-grantees, and the rate was 11 percentage points lower in high school.

Program Attendance (Exhibit G4)

Students in grantee schools are more likely to participate in after school programs, and participate more frequently, than students in non-grantee schools, by five to seven percentage points, depending on grade. The level of program participation is highly correlated with positive program outcomes.

In grantee elementary schools, 38 percent of respondents reported after school participation, compared to 33 percent in non-grantees. For middle schools, the percentages were 28 percent versus 23 percent; for high school, 32 percent versus 25 percent.

Participants in both grantee elementary and middle schools were over twice as likely as those in non-grantees to attend an after school program 5 days a week (26 percent versus 11 percent and 14 percent versus 6 percent, respectively).

Exhibit G1: Secondary School Sample Demographics for the 2014–16 California Healthy Kids Survey

(Refer to Appendix H for Descriptive text)

Characteristic	Middle Schools (Grade Seven) Type: NGS (n=731) (Percentage)	Middle Schools (Grade Seven) Type: GS (n=791) (Percentage)	High Schools (Grades Nine/Eleven) Type: NGS (n=731) (Percentage)	High Schools (Grades Nine/Eleven) Type: GS (n=791) (Percentage)
Hispanic or Latino	35	65	47	65
White	35	23	38	24
English spoken home	75	53	70	48
Read English very well	86	76	86	77
Live with parent/guardian	91	83	92	88
Parent not high school graduate	5	13	14	23
Parent college graduate	55	24	43	25
Free/reduce lunch	26	61	39	68

Key:

- NGS = Non-grantee school
- GS = Grantee school
- Table reads: Row 1 Middle schools at non-grantee schools (35 percent of middle schools)

Exhibit G2: School-Level California Healthy Kids Survey Results for Elementary Schools (20 Indicators), 2014–16

(Refer to Appendix H for Descriptive text)

Measure	Type: NGS (Percentage)	Type: GS (Percentage)
School connectedness (high)	64	59
Academic motivation (high)	50	43
Total school developmental support (high)	57	57
Meaningful participation (high)	20	24
Caring adult relations (high)	62	60
High expectations (high)	63	62
Feel safe at school most or all of the time	85	78
One of the best or better than most students	52	42
Given a chance to help decide things	36	41

Key:

- NGS = Non-grantee school
- GS = Grantee school
- Table reads: Row 1: Non-grantee elementary schools (64 percent of 5th graders had high school connectedness; whereas, at grantee schools, only 59 percent had high school connectedness)

**Exhibit G3: School-Level California Health Kids Survey Results for Secondary Schools
(22 Indicators), 2014–16**

(Refer to Appendix H for Descriptive text)

Measure	Grade Seven Type: NGS (Percentage)	Grade Seven Type: GS (Percentage)	Grades Nine/Eleven Type: NGS (Percentage)	Grades Nine/Eleven Type: GS (Percentage)
School connectedness (high)	63	53	48	43
Academic motivation (high)	46	41	31	28
Grades A's & B's	75	58	62	52
Not truant past year	74	71	63	60
Not absent school past 30 days	46	42	36	34
Total school supports (high)	41	35	30	27
Meaningful participation (high)	19	16	14	12
Caring relations (high)	40	34	32	28
High expectations (high)	58	54	44	40
School very safe	27	21	20	15
Any harassment	37	35	31	29
Chronic sadness	22	27	31	32
Considered suicide	N/A	N/A	17	16

Measure	Grade Seven Type: NGS (Percentage)	Grade Seven Type: GS (Percentage)	Grades Nine/Eleven Type: NGS (Percentage)	Grades Nine/Eleven Type: GS (Percentage)
School clean/tidy	58	41	50	39
Parents feel welcome (strongly)	25	20	13	10

Key:

- NGS = Non-grantee school
- GS = Grantee school
- Table reads: Row 1 Middle Schools: Non-grantee schools (63 percent of students had high school connectedness; at grantee schools, 53 percent of students had high school connectedness)

Exhibit G4: Number of Student Self-Reported Days Attending After School Programs, 2015–16 California Healthy Kids Survey, by Grade and Grantee Status

(Refer to Appendix H for Descriptive text)

Days of After School Program Attendance	Grade Five NGS (Percentage)	Grade Five GS (Percentage)	Grade Seven NGS (Percentage)	Grade Seven GS (Percentage)	Grades Nine/Eleven NGS (Percentage)	Grades Nine/Eleven GS (Percentage)
Any (1–5 days)	33	38	23	28	25	32
1 day	8	4	5	3	5	7
2 days	6	3	5	4	4	7
3 days	4	3	4	3	3	5
4 days	3	3	3	3	3	3
5 days	11	26	6	14	10	10

Note: The 2015–16 grantee sample consisted of 992 schools with grade five; 505 with grade seven; and 103 with grades nine through eleven. It contains about one-third of all grantees in each grade level.

Appendix H: Descriptive Text for Images and Tables in this Report

This section contains the descriptive text to the images and tables presented throughout this guide to ensure accessibility to individuals with disabilities as required by Section 508 of the federal Rehabilitation Act of 1973.

Exhibit 2: System of Support for Expanded Learning as of July 2018

Four text boxes have arrows leading to a circle with the text Expanded Learning Programs. The first text box says County Offices of Education: 16 counties, 11 regions. The second box says STEM Power of Discovery: 7 counties. The third box says CDE Expanded Learning Division. The fourth box says Statewide Contractors: California Afterschool Network (CAN), After School Assistance Providers Connect (ASAP Connect)

Exhibit 4: Geographic Representation of the California Department of Education's Expanded Learning Programs in 2015–16

Map of California with outlines and labels of the 80 California State Assembly Districts. The expanded learning programs are represented on the map. In Southern California, the programs are concentrated in the West. In Central California, the programs are concentrated in the middle section in counties 21, 31, and 32. There is a high concentration of programs near San Francisco. The most Northern districts, 1, 2, and 3, have a smaller density of programs.

Exhibit 5: Program Attendance in 2015–16 Academic Year by California Department of Education's Expanded Learning Program Type

Number of students who attended least one day of program: 36,717 Before School Elementary/Middle, 632,289 After School Elementary/Middle, 116,771 Supplemental Elementary/Middle, 257,1000 After School Safety and Enrichment for Teens High School. 30 days or more program attendance: 24,355 (66.3%) Before School Elementary/Middle, 522,966 (82.7%) After School Elementary/Middle, 5,811 (5.0%) Supplemental Elementary/Middle, 68,398 (17.0%) After School Safety and Enrichment for Teens High School. 60 days or more program attendance: 20,250 (55.2%) Before School Elementary/Middle, 461,080 (72.9%) After School Elementary/Middle,

Supplemental Elementary/Middle not calculated, 33,198 (8.4%) After School Safety and Enrichment for Teens High School. 90 days or more program attendance: 16,929 (46.1%) Before School Elementary/Middle, 405,274 (64.1%) After School Elementary/Middle, Supplemental Elementary/Middle not calculated, 16,924 (4.3%) After School Safety and Enrichment for Teens High School. 120 days or more program attendance: 13,878 (37.8%) Before School Elementary/Middle, 353,723 (55.9%) After School Elementary/Middle, Supplemental Elementary/Middle not calculated, 7,814 (2.0%) After School Safety and Enrichment for Teens High School. 150 days or more program attendance: 9,839 (26.8%) Before School Elementary/Middle, 276,329 (43.7%) After School Elementary/Middle, Supplemental Elementary/Middle not calculated, 3,088 (0.8%) After School Safety and Enrichment for Teens High School. Mean days of program participation: 83.21 Before School Elementary/Middle, 111.33 After School Elementary/Middle, 12.76 Supplemental Elementary/Middle, 24.71 After School Safety and Enrichment for Teens High School. Median days of program participation: 76.00 Before School Elementary/Middle, 137.00 After School Elementary/Middle, 10.00 Supplemental Elementary/Middle, 11.00 After School Safety and Enrichment for Teens High School.

Exhibit 6: Expanded Learning School Characteristics in 2015-16 as compared to the State Average

Percent female: 48.66% average, 48.62% state average. Percent socioeconomically disadvantaged: 83.29% average, 60.53% state average. Percent Asian: 5.23% average, 8.85% state average. Percent Black: 7.27% average, 5.81% state average. Percent Filipino: 1.6% average, 2.51% state average. Percent Latino: 69.21% average, 53.97% state average. Percent Native American or American Indian: 0.84% average, 0.56% state average. Percent Hawaiian or Pacific Islander: 0.54% average, 24.10% state average. Percent White: 12.61% average, 24.10% state average. Percent two or more races/ethnicities selected: 2.08% average, 3.09% state average. Percent English learner: 35.40% average, 22.06% state average. Percent migrant education program participant: 1.61% average, 0.89% state average. Percent homeless: 4.96% average, state average not reported. Percent student with a disability: 11.64% average, 11.79% state average. Percent foster youth: 1.32% average, state average not reported. EXLD participation rate: 33.20% average, state average is not applicable.

Exhibit 7: Characteristics of Program Participants and Non-participants within Expanded Learning 2015–16 Grantee Schools

Percent female: 48.35% participants, 49.43% non-participants. Percent socioeconomically disadvantaged: 83.77% participants, 83.31% non-participants. Percent Asian: 5.52% participants, 5.53% non-participants. Percent Black: 8.52% participants, 5.93% non-participants. Percent Filipino: 1.76% participants, 1.81% non-participants. Percent Native American or American Indian: 0.56% participants, 0.51% non-participants. Percent Hawaiian or Pacific Islander: 0.53% participants, 0.53% non-participants. Percent White: 9.95% participants, 10.92% non-participants. Percent two or more races/ethnicities selected: 1.80% participants, 1.71% non-participants. Percent English learner: 30.27% participants, 35.32% non-participants. Percent migrant education program participant: 1.67% participants, 1.50% non-participants. Percent homeless: 4.66% participants, 5.00% non-participants. Percent student with a disability: 10.94% participants, 12.05% non-participants. Percent foster youth: 1.39% participants, 1.15% non-participants.

Exhibit 8: Program Attendance in the 2015–16 Academic Year by the Type of California Department of Education-Funded Expanded Learning Program

Number of students: 36,717 Before School, 632,289 After School, 116,711 Supplemental, 257,100 After School Safety and Enrichment for Teens. Average school day attendance: 168.55 Before School, 166.66 After School, 171.08 Supplemental, 161.07 After School Safety and Enrichment for Teens.

Exhibit 9: Number and Percentage of Students Attending at Least 60 Days of Programming

Number of students who attended 60 or more days of Expanded Learning programming: 17,002 Before School, 406,153 After School, 29,210 After School Safety and Enrichment for Teens. Number of students who attended at least one day of Expanded Learning programming: 30,236 Before School, 549,524 After School, 207,163 After School Safety and Enrichment for Teens. Percentage of students who attended at least one day of Expanded Learning programs: 56.23% Before School, 73.91% After School, 14.10% After School Safety and Enrichment for Teens.

Exhibit 10: Average of School Day Attendance for California Department of Education’s Expanded Learning Before School Program Participants and Non-Participants

Bar graph displaying average school day attendance for non-participants and Before School program participants by grade, as well as the effect size of program participation on attendance. For grade 1, non-participants averaged 157.23 days, Before School program participants averaged 167.02 days. The effect size is 0.36. For grade 2, non-participants averaged 159.83 days, Before School program participants averaged 168.68 days. The effect size is 0.34. For grade 3, non-participants averaged 161.79 days, Before School program participants averaged 169.31 days. The effect size is 0.30. For grade 4, non-participants averaged 161.02 days, Before School program participants averaged 168.60 days. The effect size is 0.31. For grade 5, non-participants averaged 161.68 days, Before School program participants averaged 170.06 days. The effect size is 0.37. For grade 6, non-participants averaged 159.59 days, Before School program participants averaged 170.21 days. The effect size is 0.39. For grade 7, non-participants averaged 163.23 days, Before School program participants averaged 170.50 days. The effect size is 0.29. For grade 8, non-participants averaged 163.69 days, Before School program participants averaged 168.89 days. The effect size is 0.21. Overall, across all grades, non-participants averaged 161.01 days, Before School program participants averaged 169.16 days. The effect size is 0.32.

Exhibit 11: Average School Day Attendance for California Department of Education’s Expanded Learning After School Program Participants and Non-Participants

Bar graph displaying average school day attendance for non-participants and After School program participants by grade, as well as the effect size of program participation on attendance. For grade 1, non-participants averaged 157.75 days, After School program participants averaged 166.18 days. The effect size is 0.30. For grade 2, non-participants averaged 159.23 days, After School program participants averaged 166.93 days. The effect size is 0.28. For grade 3, non-participants averaged 161.24 days, After School program participants averaged 168.23 days. The effect size is 0.27. For grade 4, non-participants averaged 161.44 days, After School program participants averaged 168.45 days. The effect size is 0.27. For grade 5, non-participants averaged 162.24 days, After School program participants averaged 169.43 days. The effect size is 0.28.

For grade 6, non-participants averaged 160.54 days, After School program participants averaged 168.66 days. The effect size is 0.30. For grade 7, non-participants averaged 162.30 days, After School program participants averaged 170.40 days. The effect size is 0.33. For grade 8, non-participants averaged 162.25 days, After School program participants averaged 170.77 days. The effect size is 0.35. Overall, across all grades, non-participants averaged 160.87 days, After School program participants averaged 168.63 days. The effect size is 0.30.

Exhibit 12: Average School Day Attendance for the California Department of Education’s Expanded Learning Supplemental Program Participants and Non-Participants

Bar graph displaying average school day attendance for non-participants and Supplemental program participants by grade, as well as the effect size of program participation on attendance. For grade 1, non-participants averaged 157.65 days, Supplemental program participants averaged 163.54 days. The effect size is 0.21. For grade 2, non-participants averaged 158.77 days, Supplemental program participants averaged 163.97 days. The effect size is 0.19. For grade 3, non-participants averaged 160.57 days, Supplemental program participants averaged 165.57 days. The effect size is 0.19. For grade 4, non-participants averaged 161.37 days, Supplemental program participants averaged 165.85 days. The effect size is 0.17. For grade 5, non-participants averaged 162.04 days, Supplemental program participants averaged 166.58 days. The effect size is 0.17. For grade 6, non-participants averaged 160.80 days, Supplemental program participants averaged 165.83 days. The effect size is 0.18. For grade 7, non-participants averaged 162.06 days, Supplemental program participants averaged 166.91 days. The effect size is 0.18. For grade 8, non-participants averaged 163.59 days, Supplemental program participants averaged 167.17 days. The effect size is 0.14. Overall, across all grades, non-participants averaged 160.86 days, Supplemental program participants averaged 165.68 days. The effect size is 0.18

Exhibit 13: Average School Day Attendance for California Department of Education’s Expanded Learning After School Safety and Enrichment for Teens Participants and Non-Participants

Bar graph displaying average school day attendance for non-participants and ASSETs program participants by grade, as well as the effect size of program participation on

attendance. For grade 9, non-participants averaged 153.50 days, ASSETs program participants averaged 168.81 days. The effect size is 0.51. For grade 10, non-participants averaged 153.51 days, ASSETs program participants averaged 167.99 days. The effect size is 0.49. For grade 11, non-participants averaged 149.74 days, ASSETs program participants averaged 166.68 days. The effect size is 0.51. For grade 12, non-participants averaged 150.93 days, ASSETs program participants averaged 166.96 days. The effect size is 0.49. Overall, across all grades, non-participants averaged 151.92 days, ASSETs program participants averaged 167.61 days. The effect size is 0.50.

Exhibit 14: Typical Relationship Between High School English Learner Status and After School Safety and Enrichment for Teens California Department of Education's Expanded Learning Participation on School Day Attendance

Bar graph displaying average school day attendance across student types. Non-program participants who are not English language Learners attend 150 school days. Non-program participants who are English language Learners attend 145 school days. Program participants who are not English language Learners attend 166 school days. Program participants who are English language Learners attend 168 school days.

Exhibit A1: Removal of Duplicate Cases in Original Data Files

ASES/21st CCLC: 2,565,094 cases in original dataset, 113,951 duplicate cases removed, 2,451,143 cases retained. ASSETs: 394,828 cases in original dataset, 16,589 duplicate cases removed, 378,239 cases retained. 2014-15 demographics: 3,210,837 cases in original dataset, 266,304 duplicate cases removed, 2,944,533 cases retained. 2015-16 demographics: 3,191,314 cases in original dataset, 262,503 duplicate cases removed, 2,928,811 cases retained.

Exhibit A2: Cases Removed Due to Incomplete or Invalid Data

Table listing the cases removed and retained by rationale for removing. Total number of cases in original file: 3,452,176. Missing 2014-15 demographic data: 507,643 (14.71%) cases removed, 2,944,533 cases retained. Missing or invalid 2014-15 grade level: 535 (0.02%) cases removed, 2,943,998 cases retained. Grade level twelve in 2014-15: 94,686 (2.74%) cases removed, 2,849,312 cases retained. Missing or invalid 2015-16 grade level: 10 (0.00%) cases removed, 2,849,302 cases retained. California Alternative

Assessment English Language Arts: 16,365 (0.47%) cases removed, 2,832,937 cases retained. Missing or invalid 2015-16 school code: 385,181 (11.16%) cases removed, 2,447,756 cases retained. Invalid 2015-16 attendance value (>180 days): 30,604 (0.89%) cases removed, 2,417,152 cases retained. Total number of cases retained in final analysis: 2,417,152 (70.02%).

Exhibit A3: Cases with Missing 2015–16 Attendance Data

Grade 1: 227,442 potential comparison cases, 13,209 (5.81%) missing attendance data, 214,233 (94.19%) cases retained. Grade 2: 187,062 potential comparison cases, 9,680 (5.17%) missing attendance data, 177,382 (94.83%) retained. Grade 3: 180,832 potential comparison cases, 9,829 (5.44%) missing attendance data, 171,003 (94.56%) cases retained. Grade 4: 187,908 potential comparison cases, 10,380 (5.52%) missing attendance data, 177,528 (94.48%) cases retained. Grade 5: 185,597 potential comparison cases, 12,355 (6.66%) missing attendance data, 173,242 (93.34%) cases retained. Grade 6: 166,171 potential comparison cases, 11,730 (7.06%) missing attendance data, 154,411 (92.94%) cases retained. Grade 7: 164,754 potential comparison cases, 13,619 (8.27%) missing attendance data, 151,135 (91.73%) cases retained. Grade 8: 174,446 potential comparison cases, 17,498 (10.03%) missing attendance data, 156,948 (89.97%) cases retained. Grade 9: 39,599 potential comparison cases, 9,066 (22.89%) missing attendance data, 30,533 (77.11%) cases retained. Grade 10: 40,826 potential comparison cases, 8,680 (21.26%) missing attendance data, 32,146 (78.74%) cases retained. Grade 11: 33,577 potential comparison cases, 7,586 (22.59%) missing attendance data, 25,991 (77.41%) cases retained. Grade 12: 31,103 potential comparison cases, 6,523 (20.97%) missing attendance data, 24,580 (79.03%) cases retained.

Exhibit A4: Final Pool of Potential Treatment and Comparison Cases

Table listing the number of eligible students from treatment and comparison groups by grade 2015-16. Grade 1: 2,613 Before School, 53,544 After School, 13,431 Supplemental, High School N/A, 214,233 comparison group. Grade 2: 2,537 Before School, 59,653 After School, 13,429 Supplemental, High School N/A, 177,382 comparison group. Grade 3: 2,749 Before School, 62,769 After School, 13,623 Supplemental, High School N/A, 171,003 comparison group. Grade 4: 2,789 Before School, 63,454 After School, 13,112 Supplemental, High School N/A, 177,528

comparison group. Grade 5: 2,613 Before School, 58,012 After School, 11,398 Supplemental, High School N/A, 173,242 comparison group. Grade 6: 1,469 Before School, 44,983 After School, 8,967 Supplemental, High School N/A, 154,441 comparison group. Grade 7: 1,214 Before School, 34,145 After School, 8,192 Supplemental, High School N/A, 151,135 comparison group. Grade 8: 1,003 Before School, 29,039 After School, 5,796 Supplemental, High School N/A, 156,948 comparison group. Grade 9: Before School N/A, After School N/A, Supplemental N/A, 5,661 High School, 30,533 comparison group. Grade 10: Before School N/A, After School N/A, Supplemental N/A, 7,906 High School, 32,146 comparison group. Grade 11: Before School N/A, After School N/A, Supplemental N/A, 8,202 High School, 25,991 comparison group. Grade 12: Before School N/A, After School N/A, Supplemental N/A, 7,230 High School, 24,580 comparison group.

Exhibit A5: Intraclass Correlation Coefficient Across all of the California Department of Education’s Expanded Learning Program Types and Grade Levels

Table listing the Intraclass Correlation Coefficient across California Department of Education's Expanded Learning Types by Grade 2015-16. Grade 1: 0.29 Before School, 0.11 After School, 0.13 Supplemental, High School N/A. Grade 2: 0.15 Before School, 0.11 After School, 0.13 Supplemental, High School N/A. Grade 3: 0.28 Before School, 0.11 After School, 0.09 Supplemental, High School N/A. Grade 4: 0.24 Before School, 0.12 After School, 0.11 Supplemental, High School N/A. Grade 5: 0.36 Before School, 0.14 After School, 0.16 Supplemental, High School N/A. Grade 6: 0.59 Before School, 0.14 After School, 0.16 Supplemental, High School N/A. Grade 7: 0.41 Before School, 0.09 After School, 0.18 Supplemental, High School N/A. Grade 8: 0.56 Before School, 0.13 After School, 0.11 Supplemental, High School N/A. Grade 9: Before School N/A, After School N/A, Supplemental N/A, 0.15 High School. Grade 10: Before School N/A, After School N/A, Supplemental N/A, 0.20 High School. Grade 11: Before School N/A, After School N/A, Supplemental N/A, 0.22 High School. Grade 12: Before School N/A, After School N/A, Supplemental N/A, 0.18 High School.

Exhibit C1: Student-Level Demographic Comparisons for California Department of Education’s Expanded Learning Program Participants and Their Non-program Participant Peers Within the California Department of Education-Funded Schools

Percent Female: Non-participant $M=0.48$, $SD=0.48$; Students who attended at least one day of CDE Expanded Learning programs $M=0.49$, $SD=0.49$; $t=15.7$, $p=0.00$, $d=0.02$. Percent Asian: Non-participant $M=0.06$, $SD=0.23$; Students who attended at least one day of CDE Expanded Learning programs $M=0.06$, $SD=0.23$; $t=-0.58$, $p=0.56$, $d=0.00$. Percent Black: Non-participant $M=0.06$, $SD=0.24$; Students who attended at least one day of CDE Expanded Learning programs $M=0.09$, $SD=0.28$; $t=71.24$, $p=0.00$, $d=0.12$. Percent Filipino: Non-participant $M=0.02$, $SD=0.13$; Students who attended at least one day of CDE Expanded Learning programs $M=0.02$, $SD=0.13$; $t=-2.70$, $p=0.01$, $d=0.00$. Percent Hispanic: Non-participant $M=0.73$, $SD=0.45$; Students who attended at least one day of CDE Expanded Learning programs $M=0.71$, $SD=0.46$; $t=-8.36$, $p=0.01$, $d=-$. Percent Native American/American Indian: Non-participant $M=0.01$, $SD=0.07$; Students who attended at least one day of CDE Expanded Learning programs $M=0.01$, $SD=0.08$; $t=5.95$, $p=0.01$, $d=0.00$. Percent Hawaiian/Pacific Islander: Non-participant $M=0.01$, $SD=0.07$; Students who attended at least one day of CDE Expanded Learning programs $M=0.01$, $SD=0.07$; $t=-0.26$, $p=0.80$, $d=0.00$. Percent White: Non-participant $M=0.11$, $SD=0.31$; Students who attended at least one day of CDE Expanded Learning programs $M=0.10$, $SD=0.30$; $t=-23.23$, $p=0.01$, $d=-$. Percent Two or More Ethnicities: Non-participant $M=0.02$, $SD=0.13$; Students who attended at least one day of CDE Expanded Learning programs $M=0.02$, $SD=0.13$; $t=4.97$, $p=0.01$, $d=0.00$. Percent English Language learner: Non-participant $M=0.35$, $SD=0.48$; Students who attended at least one day of CDE Expanded Learning programs $M=0.30$, $SD=0.46$; $t=-78.32$, $p=0.01$, $d=-$. Percent Special Education: Non-participant $M=0.83$, $SD=0.37$; Students who attended at least one day of CDE Expanded Learning programs $M=0.84$, $SD=0.37$; $t=8.97$, $p=0.01$, $d=0.03$. Percent Migrant: Non-participant $M=0.02$, $SD=0.12$; Students who attended at least one day of CDE Expanded Learning programs $M=0.02$, $SD=0.13$; $t=10.00$, $p=0.01$, $d=0.00$. Percent Homeless: Non-participant $M=0.05$, $SD=0.22$; Students who attended at least one day of CDE Expanded Learning programs $M=0.05$, $SD=0.21$; $t=-11.79$, $p=0.01$, $d=0.00$. Percent Disabled: Non-participant $M=0.12$, $SD=0.33$; Students who attended at least one day of CDE Expanded Learning programs $M=0.11$, $SD=0.31$; $t=-25.43$, $p=0.01$, $d=-$. Percent Foster: Non-participant $M=0.01$, $SD=0.11$; Students who attended at least one day of CDE Expanded Learning programs $M=0.01$, $SD=0.12$; $t=-0.58$, $p=16.14$, $d=0.00$.

Exhibit D1: Grade One Post Propensity Score Matching Baseline Demographic Comparisons for California Department of Education’s Expanded Learning Before School Programming

Percent Female: Non-participants $n=2,613$, $M=0.50$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.50$, $SD=0.50$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Asian: Non-participants $n=2,613$, $M=0.03$, $SD=0.16$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.03$, $SD=0.16$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Black: Non-participants $n=2,613$, $M=0.10$, $SD=0.29$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.10$, $SD=0.29$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=2,613$, $M=0.01$, $SD=0.12$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.01$, $SD=0.12$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=2,613$, $M=0.71$, $SD=0.46$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.71$, $SD=0.46$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=2,613$, $M=0.00$, $SD=0.05$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.00$, $SD=0.05$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=2,613$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants $n=2,613$, $M=0.09$, $SD=0.29$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.09$, $SD=0.29$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=2,613$, $M=0.04$, $SD=0.19$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.04$, $SD=0.19$; $t=-0.07$, $p=0.94$, $d=0.00$. Percent No Response: Non-participants $n=2,613$, $M=0.02$, $SD=0.13$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.02$, $SD=0.13$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=2,613$, $M=0.43$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.43$, $SD=0.50$; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Special Education: Non-participants $n=2,613$, $M=0.79$, $SD=0.41$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.79$, $SD=0.41$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Migrant: Non-participants $n=2,613$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Homeless: Non-participants $n=2,613$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.05$, $SD=0.22$; $t=0.00$, $p=1.00$,

d=0.00. Percent Disabled: Non-participants n=2,613, M=0.07, SD=0.26; CDE Expanded Learning Before School Program Participants n=2,613, M=0.07, SD=0.26; t=0.00, p=1.00, d=0.00. Percent Foster: Non-participants n=2,613, M=0.02, SD=0.14; CDE Expanded Learning Before School Program Participants n=2,613, M=0.02, SD=0.14; t=0.10, p=0.92, d=0.00.

Exhibit D2: Grade Two Post Propensity Score Matching Baseline Demographic Comparisons for California Department of Education's Expanded Learning Before School Programming

Percent Female: Non-participants n=2,537, M=0.50, SD=0.50; CDE Expanded Learning Before School Program Participants n=2,537, M=0.50, SD=0.50; t=0.00, p=1.00, d=0.00. Percent Asian: Non-participants n=2,537, M=0.02, SD=0.14; CDE Expanded Learning Before School Program Participants n=2,537, M=0.02, SD=0.14; t=0.00, p=1.00, d=0.00. Percent Black: Non-participants n=2,537, M=0.11, SD=0.31; CDE Expanded Learning Before School Program Participants n=2,537, M=0.11, SD=0.31; t=0.05, p=0.96, d=0.00. Percent Filipino: Non-participants n=2,537, M=0.02, SD=0.13; CDE Expanded Learning Before School Program Participants n=2,537, M=0.02, SD=0.13; t=-0.11, p=0.91, d=0.00. Percent Hispanic: Non-participants n=2,537, M=0.72, SD=0.45; CDE Expanded Learning Before School Program Participants n=2,537, M=0.72, SD=0.45; t=0.00, p=1.00, d=0.00. Percent Native American/ American Indian: Non-participants n=2,537, M=0.00, SD=0.04; CDE Expanded Learning Before School Program Participants n=2,537, M=0.00, SD=0.04; t=0.00, p=1.00, d=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=2,537, M=0.01, SD=0.08; CDE Expanded Learning Before School Program Participants n=2,537, M=0.01, SD=0.08; t=0.00, p=1.00, d=0.00. Percent White: Non-participants n=2,537, M=0.08, SD=0.28; CDE Expanded Learning Before School Program Participants n=2,537, M=0.08, SD=0.28; t=0.00, p=1.00, d=0.00. Percent Two or More Ethnicities: Non-participants n=2,537, M=0.04, SD=0.19; CDE Expanded Learning Before School Program Participants n=2,537, M=0.04, SD=0.19; t=0.08, p=0.94, d=0.00. Percent No Response: Non-participants n=2,537, M=0.01, SD=0.10; CDE Expanded Learning Before School Program Participants n=2,537, M=0.01, SD=0.10; t=-0.14, p=0.89, d=0.00. Percent English Language Learner: Non-participants n=2,537, M=0.45, SD=0.50; CDE Expanded Learning Before School Program Participants n=2,537, M=0.45, SD=0.50; t=-0.03, p=0.98, d=0.00. Percent Special Education: Non-participants n=2,537, M=0.83, SD=0.38; CDE Expanded Learning Before School Program Participants n=2,537,

M=0.83, SD=0.38; $t=0.04$, $p=0.97$, $d=0.00$. Percent Migrant: Non-participants $n=2,537$, $M=0.01$, $SD=0.10$; CDE Expanded Learning Before School Program Participants $n=2,537$, $M=0.01$, $SD=0.10$; $t=0.14$, $p=0.89$, $d=0.00$. Percent Homeless: Non-participants $n=2,537$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Before School Program Participants $n=2,537$, $M=0.05$, $SD=0.22$; $t=0.13$, $p=0.90$, $d=0.00$. Percent Disabled: Non-participants $n=2,537$, $M=0.09$, $SD=0.29$; CDE Expanded Learning Before School Program Participants $n=2,537$, $M=0.09$, $SD=0.29$; $t=0.05$, $p=0.96$, $d=0.00$. Percent Foster: Non-participants $n=2,537$, $M=0.01$, $SD=0.12$; CDE Expanded Learning Before School Program Participants $n=2,537$, $M=0.02$, $SD=0.12$; $t=0.11$, $p=0.91$, $d=0.00$.

Exhibit D3: Grade Three Post Propensity Score Matching Baseline Demographic Comparisons for California Department of Education's Expanded Learning Before School Programming

Percent Female: Non-participants $n=2,749$, $M=0.49$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.49$, $SD=0.50$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Asian: Non-participants $n=2,749$, $M=0.02$, $SD=0.15$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.02$, $SD=0.15$; $t=-0.09$, $p=0.93$, $d=0.00$. Percent Black: Non-participants $n=2,749$, $M=0.10$, $SD=0.30$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.10$, $SD=0.30$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=2,749$, $M=0.02$, $SD=0.13$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.02$, $SD=0.13$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=2,749$, $M=0.73$, $SD=0.45$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.73$, $SD=0.45$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=2,749$, $M=0.00$, $SD=0.07$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.00$, $SD=0.07$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=2,749$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants $n=2,749$, $M=0.08$, $SD=0.28$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.08$, $SD=0.28$; $t=0.05$, $p=0.96$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=2,749$, $M=0.03$, $SD=0.18$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.03$, $SD=0.18$; $t=0.00$, $p=1.00$, $d=0.00$. Percent No Response: Non-participants $n=2,749$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Before School

Program Participants $n=2,749$, $M=0.01$, $SD=0.09$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=2,749$, $M=0.46$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.45$, $SD=0.50$; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Special Education: Non-participants $n=2,749$, $M=0.84$, $SD=0.36$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.84$, $SD=0.36$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Migrant: Non-participants $n=2,749$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.01$, $SD=0.09$; $t=0.15$, $p=0.88$, $d=0.00$. Percent Homeless: Non-participants $n=2,749$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.05$, $SD=0.22$; $t=0.06$, $p=0.95$, $d=0.00$. Percent Disabled: Non-participants $n=2,749$, $M=0.10$, $SD=0.30$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.10$, $SD=0.30$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Foster: Non-participants $n=2,749$, $M=0.01$, $SD=0.12$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=0.01$, $SD=0.11$; $t=-0.12$, $p=0.91$, $d=0.00$.

Exhibit D4: Grade Four Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Before School Programming

Percent Female: Non-participants $n=2,789$, $M=0.50$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.50$, $SD=0.50$; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Asian: Non-participants $n=2,789$, $M=0.02$, $SD=0.15$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.02$, $SD=0.15$; $t=0.09$, $p=0.93$, $d=0.00$. Percent Black: Non-participants $n=2,789$, $M=0.10$, $SD=0.30$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.10$, $SD=0.30$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=2,789$, $M=0.02$, $SD=0.14$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.02$, $SD=0.14$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=2,789$, $M=0.72$, $SD=0.45$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.72$, $SD=0.45$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=2,789$, $M=0.00$, $SD=0.07$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.00$, $SD=0.06$; $t=-0.21$, $p=0.83$, $d=-0.01$. Percent Hawaiian/ Pacific Islander: Non-participants $n=2,789$, $M=0.00$, $SD=0.06$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.00$, $SD=0.06$; $t=0.23$, $p=0.82$, $d=0.01$. Percent White: Non-participants $n=2,789$, $M=0.09$, $SD=0.29$;

CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.09$, $SD=0.29$; $t=-0.05$, $p=0.96$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=2,789$, $M=0.03$, $SD=0.18$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.03$, $SD=0.18$; $t=0.00$, $p=1.00$, $d=0.00$. Percent No Response: Non-participants $n=2,789$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=2,789$, $M=0.44$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.44$, $SD=0.50$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Special Education: Non-participants $n=2,789$, $M=0.84$, $SD=0.36$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.85$, $SD=0.36$; $t=0.07$, $p=0.94$, $d=0.00$. Percent Migrant: Non-participants $n=2,789$, $M=0.01$, $SD=0.10$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.01$, $SD=0.10$; $t=-0.13$, $p=0.89$, $d=0.00$. Percent Homeless: Non-participants $n=2,789$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.05$, $SD=0.23$; $t=0.12$, $p=0.91$, $d=0.00$. Percent Disabled: Non-participants $n=2,789$, $M=0.12$, $SD=0.32$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.12$, $SD=0.32$; $t=0.04$, $p=0.97$, $d=0.00$. Percent Foster: Non-participants $n=2,789$, $M=0.02$, $SD=0.13$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=0.02$, $SD=0.13$; $t=0.21$, $p=0.83$, $d=0.01$.

Exhibit D5: Grade Five Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Before School Programming

Percent Female: Non-participants $n=2,613$, $M=0.51$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.51$, $SD=0.50$; $t=0.00$, $p=1.00$, $D=0.00$. Percent Asian: Non-participants $n=2,613$, $M=0.03$, $SD=0.16$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.03$, $SD=0.16$; $t=0.00$, $p=1.00$, $D=0.00$. Percent Black: Non-participants $n=2,613$, $M=0.11$, $SD=0.31$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.11$, $SD=0.31$; $t=0.00$, $p=1.00$, $D=0.00$. Percent Filipino: Non-participants $n=2,613$, $M=0.01$, $SD=0.12$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.01$, $SD=0.12$; $t=0.00$, $p=1.00$, $D=0.00$. Percent Hispanic: Non-participants $n=2,613$, $M=0.73$, $SD=0.44$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=0.73$, $SD=0.44$; $t=0.00$, $p=1.00$, $D=0.00$. Percent Native American/ American Indian:

Non-participants n=2,613, M=0.01, SD=0.08; CDE Expanded Learning Before School Program Participants n=2,613, M=0.01, SD=0.08; t=0.00, p=1.00, D=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=2,613, M=0.01, SD=0.07; CDE Expanded Learning Before School Program Participants n=2,613, M=0.01, SD=0.07; t=0.00, p=1.00, D=0.00. Percent White: Non-participants n=2,613, M=0.08, SD=0.27; CDE Expanded Learning Before School Program Participants n=2,613, M=0.08, SD=0.27; t=0.00, p=1.00, D=0.00. Percent Two or More Ethnicities: Non-participants n=2,613, M=0.02, SD=0.15; CDE Expanded Learning Before School Program Participants n=2,613, M=0.02, SD=0.15; t=0.00, p=1.00, D=0.00. Percent No Response: Non-participants n=2,613, M=0.01, SD=0.08; CDE Expanded Learning Before School Program Participants n=2,613, M=0.01, SD=0.08; t=0.00, p=1.00, D=0.00. Percent English Language Learner: Non-participants n=2,613, M=0.37, SD=0.48; CDE Expanded Learning Before School Program Participants n=2,613, M=0.37, SD=0.48; t=0.00, p=1.00, D=0.00. Percent Special Education: Non-participants n=2,613, M=0.84, SD=0.36; CDE Expanded Learning Before School Program Participants n=2,613, M=0.84, SD=0.36; t=0.00, p=1.00, D=0.00. Percent Migrant: Non-participants n=2,613, M=0.01, SD=0.10; CDE Expanded Learning Before School Program Participants n=2,613, M=0.01, SD=0.10; t=0.00, p=1.00, D=0.00. Percent Homeless: Non-participants n=2,613, M=0.05, SD=0.22; CDE Expanded Learning Before School Program Participants n=2,613, M=0.05, SD=0.22; t=0.00, p=1.00, D=0.00. Percent Disabled: Non-participants n=2,613, M=0.12, SD=0.32; CDE Expanded Learning Before School Program Participants n=2,613, M=0.12, SD=0.32; t=0.00, p=1.00, D=0.00. Percent Foster: Non-participants n=2,613, M=0.01, SD=0.10; CDE Expanded Learning Before School Program Participants n=2,613, M=0.01, SD=0.10; t=0.00, p=1.00, D=0.00.

Exhibit D6: Grade Six Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Before School Programming

Percent Female: Non-participants n=1,469, M=0.50, SD=0.50; CDE Expanded Learning Before School Program Participants n=1,469, M=0.50, SD=0.50; t=0.00, p=1.00, d=0.00. Percent Asian: Non-participants n=1,469, M=0.03, SD=0.17; CDE Expanded Learning Before School Program Participants n=1,469, M=0.03, SD=0.17; t=0.00, p=1.00, d=0.00. Percent Black: Non-participants n=1,469, M=0.12, SD=0.33; CDE Expanded Learning Before School Program Participants n=1,469, M=0.12, SD=0.33;

t=0.00, p=1.00, d=0.00. Percent Filipino: Non-participants n=1,469, M=0.03, SD=0.17; CDE Expanded Learning Before School Program Participants n=1,469, M=0.03, SD=0.17; t=0.00, p=1.00, d=0.00. Percent Hispanic: Non-participants n=1,469, M=0.66, SD=0.47; CDE Expanded Learning Before School Program Participants n=1,469, M=0.66, SD=0.47; t=0.00, p=1.00, d=0.00. Percent Native American/ American Indian: Non-participants n=1,469, M=0.01, SD=0.08; CDE Expanded Learning Before School Program Participants n=1,469, M=0.01, SD=0.08; t=0.00, p=1.00, d=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=1,469, M=0.00, SD=0.07; CDE Expanded Learning Before School Program Participants n=1,469, M=0.00, SD=0.07; t=0.00, p=1.00, d=0.00. Percent White: Non-participants n=1,469, M=0.11, SD=0.31; CDE Expanded Learning Before School Program Participants n=1,469, M=0.11, SD=0.31; t=0.00, p=1.00, d=0.00. Percent Two or More Ethnicities: Non-participants n=1,469, M=0.04, SD=0.19; CDE Expanded Learning Before School Program Participants n=1,469, M=0.04, SD=0.19; t=0.00, p=1.00, d=0.00. Percent No Response: Non-participants n=1,469, M=0.00, SD=0.06; CDE Expanded Learning Before School Program Participants n=1,469, M=0.00, SD=0.06; t=0.00, p=1.00, d=0.00. Percent English Language Learner: Non-participants n=1,469, M=0.30, SD=0.46; CDE Expanded Learning Before School Program Participants n=1,469, M=0.30, SD=0.46; t=0.00, p=1.00, d=0.00. Percent Special Education: Non-participants n=1,469, M=0.82, SD=0.38; CDE Expanded Learning Before School Program Participants n=1,469, M=0.82, SD=0.38; t=0.00, p=1.00, d=0.00. Percent Migrant: Non-participants n=1,469, M=0.02, SD=0.13; CDE Expanded Learning Before School Program Participants n=1,469, M=0.02, SD=0.13; t=0.00, p=1.00, d=0.00. Percent Homeless: Non-participants n=1,469, M=0.04, SD=0.19; CDE Expanded Learning Before School Program Participants n=1,469, M=0.04, SD=0.19; t=0.00, p=1.00, d=0.00. Percent Disabled: Non-participants n=1,469, M=0.14, SD=0.34; CDE Expanded Learning Before School Program Participants n=1,469, M=0.14, SD=0.34; t=0.00, p=1.00, d=0.00. Percent Foster: Non-participants n=1,469, M=0.01, SD=0.12; CDE Expanded Learning Before School Program Participants n=1,469, M=0.01, SD=0.12; t=0.00, p=1.00, d=0.00.

Exhibit D7: Grade Seven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Before School Programming

Percent Female: Non-participants $n=1,214$, $M=0.47$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.47$, $SD=0.50$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Asian: Non-participants $n=1,214$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.05$, $SD=0.22$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Black: Non-participants $n=1,214$, $M=0.09$, $SD=0.29$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.09$, $SD=0.29$; $t=-0.07$, $p=0.94$, $d=0.00$. Percent Filipino: Non-participants $n=1,214$, $M=0.03$, $SD=0.18$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.03$, $SD=0.18$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=1,214$, $M=0.55$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.55$, $SD=0.50$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=1,214$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=1,214$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.01$, $SD=0.09$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants $n=1,214$, $M=0.22$, $SD=0.41$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.22$, $SD=0.41$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=1,214$, $M=0.03$, $SD=0.17$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.03$, $SD=0.17$; $t=0.12$, $p=0.91$, $d=0.00$. Percent No Response: Non-participants $n=1,214$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.01$, $SD=0.09$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=1,214$, $M=0.20$, $SD=0.40$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.20$, $SD=0.40$; $t=-0.05$, $p=0.96$, $d=0.00$. Percent Special Education: Non-participants $n=1,214$, $M=0.68$, $SD=0.47$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.68$, $SD=0.47$; $t=0.04$, $p=0.97$, $d=0.00$. Percent Migrant: Non-participants $n=1,214$, $M=0.01$, $SD=0.11$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.01$, $SD=0.11$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Homeless: Non-participants $n=1,214$, $M=0.04$, $SD=0.19$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.04$, $SD=0.19$; $t=0.11$, $p=0.92$, $d=0.00$. Percent Disabled: Non-participants $n=1,214$, $M=0.13$, $SD=0.34$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=0.13$, $SD=0.34$; $t=0.06$, $p=0.95$, $d=0.00$. Percent Foster: Non-participants $n=1,214$, $M=0.01$, $SD=0.11$; CDE Expanded Learning

Before School Program Participants $n=1,214$, $M=0.01$, $SD=0.11$; $t=0.19$, $p=0.85$, $d=0.01$.

Exhibit D8: Grade Eight Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Before School Programming

Percent Female: Non-participants $n=1,003$, $M=0.44$, $SD=0.50$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.44$, $SD=0.50$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Asian: Non-participants $n=1,003$, $M=0.04$, $SD=0.20$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.04$, $SD=0.20$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Black: Non-participants $n=1,003$, $M=0.09$, $SD=0.29$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.09$, $SD=0.29$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=1,003$, $M=0.04$, $SD=0.19$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.04$, $SD=0.19$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=1,003$, $M=0.57$, $SD=0.49$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.57$, $SD=0.49$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=1,003$, $M=0.00$, $SD=0.07$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.00$, $SD=0.07$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=1,003$, $M=0.01$, $SD=0.10$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.01$, $SD=0.10$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants $n=1,003$, $M=0.21$, $SD=0.41$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.21$, $SD=0.41$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=1,003$, $M=0.03$, $SD=0.17$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.03$, $SD=0.17$; $t=0.00$, $p=1.00$, $d=0.00$. Percent No Response: Non-participants $n=1,003$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.01$, $SD=0.09$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=1,003$, $M=0.18$, $SD=0.39$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.18$, $SD=0.39$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Special Education: Non-participants $n=1,003$, $M=0.67$, $SD=0.47$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.67$, $SD=0.47$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Migrant: Non-participants $n=1,003$, $M=0.01$, $SD=0.10$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.01$, $SD=0.10$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Homeless: Non-

participants $n=1,003$, $M=0.03$, $SD=0.17$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.03$, $SD=0.17$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Disabled: Non-participants $n=1,003$, $M=0.12$, $SD=0.33$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.12$, $SD=0.33$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Foster: Non-participants $n=1,003$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=0.01$, $SD=0.09$; $t=0.00$, $p=1.00$, $d=0.00$.

Exhibit D9: Grade One Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning After School Programming

Percent Female: Non-participants $n=53,544$, $M=0.49$, $SD=0.50$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.49$, $SD=0.50$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Asian: Non-participants $n=53,544$, $M=0.05$, $SD=0.21$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.05$, $SD=0.21$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Black: Non-participants $n=53,544$, $M=0.09$, $SD=0.29$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.09$, $SD=0.29$; $t=-0.03$, $p=0.97$, $d=0.00$. Percent Filipino: Non-participants $n=53,544$, $M=0.01$, $SD=0.10$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.01$, $SD=0.10$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=53,544$, $M=0.70$, $SD=0.46$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.70$, $SD=0.46$; $t=0.01$, $p=0.99$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=53,544$, $M=0.01$, $SD=0.07$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.01$, $SD=0.07$; $t=0.04$, $p=0.97$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=53,544$, $M=0.00$, $SD=0.07$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.00$, $SD=0.07$; $t=0.18$, $p=0.85$, $d=0.00$. Percent White: Non-participants $n=53,544$, $M=0.10$, $SD=0.31$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.10$, $SD=0.31$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=53,544$, $M=0.02$, $SD=0.15$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.02$, $SD=0.15$; $t=0.00$, $p=1.00$, $d=0.00$. Percent No Response: Non-participants $n=53,544$, $M=0.01$, $SD=0.12$; CDE Expanded Learning After School Program Participants $n=53,544$, $M=0.01$, $SD=0.12$; $t=-0.08$, $p=0.94$, $d=0.00$. Percent English Language Learner: Non-participants $n=53,544$, $M=0.44$, $SD=0.50$; CDE Expanded Learning After School Program Participants

n=53,544, M=0.44, SD=0.50; t=-0.03, p=0.98, d=0.00. Percent Special Education: Non-participants n=53,544, M=0.82, SD=0.38; CDE Expanded Learning After School Program Participants n=53,544, M=0.82, SD=0.38; t=0.00, p=1.00, d=0.00. Percent Migrant: Non-participants n=53,544, M=0.02, SD=0.13; CDE Expanded Learning After School Program Participants n=53,544, M=0.02, SD=0.13; t=0.02, p=0.98, d=0.00. Percent Homeless: Non-participants n=53,544, M=0.05, SD=0.22; CDE Expanded Learning After School Program Participants n=53,544, M=0.05, SD=0.22; t=-0.01, p=0.99, d=0.00. Percent Disabled: Non-participants n=53,544, M=0.06, SD=0.24; CDE Expanded Learning After School Program Participants n=53,544, M=0.06, SD=0.24; t=0.04, p=0.97, d=0.00. Percent Foster: Non-participants n=53,544, M=0.02, SD=0.14; CDE Expanded Learning After School Program Participants n=53,544, M=0.02, SD=0.14; t=0.11, p=0.91, d=0.00.

Exhibit D10: Grade Two Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning After School Programming

Percent Female: Non-participants n=59,653, M=0.50, SD=0.50; CDE Expanded Learning After School Program Participants n=59,653, M=0.50, SD=0.50; t=0.03, p=0.97, d=0.00. Percent Asian: Non-participants n=59,653, M=0.05, SD=0.22; CDE Expanded Learning After School Program Participants n=59,653, M=0.05, SD=0.22; t=-0.01, p=0.99, d=0.00. Percent Black: Non-participants n=59,653, M=0.09, SD=0.28; CDE Expanded Learning After School Program Participants n=59,653, M=0.09, SD=0.28; t=-0.04, p=0.97, d=0.00. Percent Filipino: Non-participants n=59,653, M=0.01, SD=0.11; CDE Expanded Learning After School Program Participants n=59,653, M=0.01, SD=0.11; t=0.05, p=0.96, d=0.00. Percent Hispanic: Non-participants n=59,653, M=0.71, SD=0.45; CDE Expanded Learning After School Program Participants n=59,653, M=0.71, SD=0.45; t=0.00, p=1.00, d=0.00. Percent Native American/ American Indian: Non-participants n=59,653, M=0.01, SD=0.08; CDE Expanded Learning After School Program Participants n=59,653, M=0.01, SD=0.08; t=0.00, p=1.00, d=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=59,653, M=0.00, SD=0.07; CDE Expanded Learning After School Program Participants n=59,653, M=0.00, SD=0.07; t=0.04, p=0.97, d=0.00. Percent White: Non-participants n=59,653, M=0.09, SD=0.29; CDE Expanded Learning After School Program Participants n=59,653, M=0.09, SD=0.29; t=-0.07, p=0.94, d=0.00. Percent Two or More Ethnicities: Non-participants n=59,653, M=0.02, SD=0.15; CDE Expanded Learning

After School Program Participants $n=59,653$, $M=0.02$, $SD=0.15$; $t=0.14$, $p=0.89$, $d=0.00$. Percent No Response: Non-participants $n=59,653$, $M=0.01$, $SD=0.10$; CDE Expanded Learning After School Program Participants $n=59,653$, $M=0.01$, $SD=0.10$; $t=0.06$, $p=0.95$, $d=0.00$. Percent English Language Learner: Non-participants $n=59,653$, $M=0.47$, $SD=0.50$; CDE Expanded Learning After School Program Participants $n=59,653$, $M=0.47$, $SD=0.50$; $t=0.03$, $p=0.97$, $d=0.00$. Percent Special Education: Non-participants $n=59,653$, $M=0.86$, $SD=0.35$; CDE Expanded Learning After School Program Participants $n=59,653$, $M=0.86$, $SD=0.35$; $t=0.07$, $p=0.95$, $d=0.00$. Percent Migrant: Non-participants $n=59,653$, $M=0.02$, $SD=0.14$; CDE Expanded Learning After School Program Participants $n=59,653$, $M=0.02$, $SD=0.14$; $t=0.12$, $p=0.90$, $d=0.00$. Percent Homeless: Non-participants $n=59,653$, $M=0.05$, $SD=0.22$; CDE Expanded Learning After School Program Participants $n=59,653$, $M=0.05$, $SD=0.22$; $t=0.09$, $p=0.93$, $d=0.00$. Percent Disabled: Non-participants $n=59,653$, $M=0.08$, $SD=0.26$; CDE Expanded Learning After School Program Participants $n=59,653$, $M=0.08$, $SD=0.26$; $t=0.09$, $p=0.93$, $d=0.00$. Percent Foster: Non-participants $n=59,653$, $M=0.02$, $SD=0.13$; CDE Expanded Learning After School Program Participants $n=59,653$, $M=0.02$, $SD=0.13$; $t=0.09$, $p=0.93$, $d=0.00$.

Exhibit D11: Grade Three Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

Percent Female: Non-participants $n=62,769$, $M=0.50$, $SD=0.50$; CDE Expanded Learning After School Program Participants $n=62,769$, $M=0.50$, $SD=0.50$; $t=-0.06$, $p=0.95$, $d=0.00$. Percent Asian: Non-participants $n=62,769$, $M=0.05$, $SD=0.22$; CDE Expanded Learning After School Program Participants $n=62,769$, $M=0.05$, $SD=0.22$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Black: Non-participants $n=62,769$, $M=0.08$, $SD=0.28$; CDE Expanded Learning After School Program Participants $n=62,769$, $M=0.08$, $SD=0.28$; $t=-0.07$, $p=0.94$, $d=0.00$. Percent Filipino: Non-participants $n=62,769$, $M=0.01$, $SD=0.11$; CDE Expanded Learning After School Program Participants $n=62,769$, $M=0.01$, $SD=0.11$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Hispanic: Non-participants $n=62,769$, $M=0.72$, $SD=0.45$; CDE Expanded Learning After School Program Participants $n=62,769$, $M=0.72$, $SD=0.45$; $t=-0.04$, $p=0.97$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=62,769$, $M=0.01$, $SD=0.07$; CDE Expanded Learning After School Program Participants $n=62,769$, $M=0.01$, $SD=0.07$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=62,769$,

M=0.00, SD=0.07; CDE Expanded Learning After School Program Participants n=62,769, M=0.00, SD=0.07; t=0.00, p=1.00, d=0.00. Percent White: Non-participants n=62,769, M=0.10, SD=0.30; CDE Expanded Learning After School Program Participants n=62,769, M=0.10, SD=0.30; t=0.05, p=0.96, d=0.00. Percent Two or More Ethnicities: Non-participants n=62,769, M=0.02, SD=0.14; CDE Expanded Learning After School Program Participants n=62,769, M=0.02, SD=0.14; t=-0.04, p=0.97, d=0.00. Percent No Response: Non-participants n=62,769, M=0.01, SD=0.08; CDE Expanded Learning After School Program Participants n=62,769, M=0.01, SD=0.08; t=0.34, p=0.74, d=0.00. Percent English Language Learner: Non-participants n=62,769, M=0.47, SD=0.50; CDE Expanded Learning After School Program Participants n=62,769, M=0.47, SD=0.50; t=0.06, p=0.95, d=0.00. Percent Special Education: Non-participants n=62,769, M=0.86, SD=0.35; CDE Expanded Learning After School Program Participants n=62,769, M=0.86, SD=0.35; t=-0.02, p=0.99, d=0.00. Percent Migrant: Non-participants n=62,769, M=0.02, SD=0.14; CDE Expanded Learning After School Program Participants n=62,769, M=0.02, SD=0.14; t=0.16, p=0.87, d=0.00. Percent Homeless: Non-participants n=62,769, M=0.05, SD=0.22; CDE Expanded Learning After School Program Participants n=62,769, M=0.05, SD=0.22; t=0.10, p=0.92, d=0.00. Percent Disabled: Non-participants n=62,769, M=0.09, SD=0.29; CDE Expanded Learning After School Program Participants n=62,769, M=0.09, SD=0.29; t=-0.06, p=0.95, d=0.00. Percent Foster: Non-participants n=62,769, M=0.02, SD=0.13; CDE Expanded Learning After School Program Participants n=62,769, M=0.02, SD=0.13; t=0.13, p=0.89, d=0.00.

Exhibit D12: Grade Four Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

Percent Female: Non-participants n=63,454, M=0.51, SD=0.50; CDE Expanded Learning After School Program Participants n=63,454, M=0.51, SD=0.50; t=0.03, p=0.98, d=0.00. Percent Asian: Non-participants n=63,454, M=0.06, SD=0.23; CDE Expanded Learning After School Program Participants n=63,454, M=0.06, SD=0.23; t=-0.01, p=0.99, d=0.00. Percent Black: Non-participants n=63,454, M=0.08, SD=0.27; CDE Expanded Learning After School Program Participants n=63,454, M=0.08, SD=0.27; t=0.02, p=0.98, d=0.00. Percent Filipino: Non-participants n=63,454, M=0.01, SD=0.11; CDE Expanded Learning After School Program Participants n=63,454, M=0.01, SD=0.11; t=-0.02, p=0.98, d=0.00. Percent Hispanic: Non-participants

n=63,454, M=0.72, SD=0.45; CDE Expanded Learning After School Program Participants n=63,454, M=0.72, SD=0.45; $t=-0.02$, $p=0.99$, $d=0.00$. Percent Native American/ American Indian: Non-participants n=63,454, M=0.01, SD=0.08; CDE Expanded Learning After School Program Participants n=63,454, M=0.01, SD=0.08; $t=0.04$, $p=0.97$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants n=63,454, M=0.00, SD=0.06; CDE Expanded Learning After School Program Participants n=63,454, M=0.00, SD=0.06; $t=0.04$, $p=0.97$, $d=0.00$. Percent White: Non-participants n=63,454, M=0.09, SD=0.29; CDE Expanded Learning After School Program Participants n=63,454, M=0.09, SD=0.29; $t=0.02$, $p=0.98$, $d=0.00$. Percent Two or More Ethnicities: Non-participants n=63,454, M=0.02, SD=0.14; CDE Expanded Learning After School Program Participants n=63,454, M=0.02, SD=0.14; $t=-0.10$, $p=0.92$, $d=0.00$. Percent No Response: Non-participants n=63,454, M=0.01, SD=0.08; CDE Expanded Learning After School Program Participants n=63,454, M=0.01, SD=0.08; $t=0.15$, $p=0.88$, $d=0.00$. Percent English Language Learner: Non-participants n=63,454, M=0.46, SD=0.50; CDE Expanded Learning After School Program Participants n=63,454, M=0.46, SD=0.50; $t=0.03$, $p=0.98$, $d=0.00$. Percent Special Education: Non-participants n=63,454, M=0.86, SD=0.35; CDE Expanded Learning After School Program Participants n=63,454, M=0.86, SD=0.35; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Migrant: Non-participants n=63,454, M=0.02, SD=0.14; CDE Expanded Learning After School Program Participants n=63,454, M=0.02, SD=0.14; $t=0.06$, $p=0.95$, $d=0.00$. Percent Homeless: Non-participants n=63,454, M=0.05, SD=0.22; CDE Expanded Learning After School Program Participants n=63,454, M=0.05, SD=0.22; $t=0.00$, $p=1.00$, $d=0.00$. Percent Disabled: Non-participants n=63,454, M=0.10, SD=0.30; CDE Expanded Learning After School Program Participants n=63,454, M=0.10, SD=0.30; $t=0.07$, $p=0.95$, $d=0.00$. Percent Foster: Non-participants n=63,454, M=0.01, SD=0.12; CDE Expanded Learning After School Program Participants n=63,454, M=0.01, SD=0.12; $t=0.00$, $p=1.00$, $d=0.00$.

Exhibit D13: Grade Five Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

Percent Female: Non-participants n=58,012, M=0.51, SD=0.50; CDE Expanded Learning After School Program Participants n=58,012, M=0.51, SD=0.50; $t=0.01$, $p=1.00$, $d=0.00$. Percent Asian: Non-participants n=58,012, M=0.06, SD=0.24; CDE Expanded Learning After School Program Participants n=58,012, M=0.06, SD=0.24;

t=0.04, p=0.97, d=0.00. Percent Black: Non-participants n=58,012, M=0.09, SD=0.28; CDE Expanded Learning After School Program Participants n=58,012, M=0.09, SD=0.28; t=-0.03, p=0.97, d=0.00. Percent Filipino: Non-participants n=58,012, M=0.01, SD=0.12; CDE Expanded Learning After School Program Participants n=58,012, M=0.01, SD=0.12; t=0.00, p=1.00, d=0.00. Percent Hispanic: Non-participants n=58,012, M=0.71, SD=0.45; CDE Expanded Learning After School Program Participants n=58,012, M=0.71, SD=0.45; t=-0.03, p=0.98, d=0.00. Percent Native American/ American Indian: Non-participants n=58,012, M=0.01, SD=0.08; CDE Expanded Learning After School Program Participants n=58,012, M=0.01, SD=0.08; t=0.04, p=0.97, d=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=58,012, M=0.01, SD=0.07; CDE Expanded Learning After School Program Participants n=58,012, M=0.01, SD=0.07; t=0.00, p=1.00, d=0.00. Percent White: Non-participants n=58,012, M=0.09, SD=0.29; CDE Expanded Learning After School Program Participants n=58,012, M=0.09, SD=0.29; t=0.01, p=0.99, d=0.00. Percent Two or More Ethnicities: Non-participants n=58,012, M=0.02, SD=0.13; CDE Expanded Learning After School Program Participants n=58,012, M=0.02, SD=0.13; t=0.04, p=0.96, d=0.00. Percent No Response: Non-participants n=58,012, M=0.01, SD=0.08; CDE Expanded Learning After School Program Participants n=58,012, M=0.01, SD=0.08; t=0.00, p=1.00, d=0.00. Percent English Language Learner: Non-participants n=58,012, M=0.39, SD=0.49; CDE Expanded Learning After School Program Participants n=58,012, M=0.39, SD=0.49; t=0.00, p=1.00, d=0.00. Percent Special Education: Non-participants n=58,012, M=0.86, SD=0.35; CDE Expanded Learning After School Program Participants n=58,012, M=0.86, SD=0.35; t=0.01, p=0.99, d=0.00. Percent Migrant: Non-participants n=58,012, M=0.02, SD=0.14; CDE Expanded Learning After School Program Participants n=58,012, M=0.02, SD=0.14; t=-0.02, p=0.98, d=0.00. Percent Homeless: Non-participants n=58,012, M=0.05, SD=0.22; CDE Expanded Learning After School Program Participants n=58,012, M=0.05, SD=0.22; t=0.00, p=1.00, d=0.00. Percent Disabled: Non-participants n=58,012, M=0.11, SD=0.32; CDE Expanded Learning After School Program Participants n=58,012, M=0.11, SD=0.32; t=0.04, p=0.97, d=0.00. Percent Foster: Non-participants n=58,012, M=0.01, SD=0.12; CDE Expanded Learning After School Program Participants n=58,012, M=0.01, SD=0.12; t=0.05, p=0.96, d=0.00.

Exhibit D14: Grade Six Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning After School Programming

Percent Female: Non-participants $n=44,983$, $M=0.51$, $SD=0.50$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.51$, $SD=0.50$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Asian: Non-participants $n=44,983$, $M=0.07$, $SD=0.25$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.07$, $SD=0.25$; $t=0.07$, $p=0.95$, $d=0.00$. Percent Black: Non-participants $n=44,983$, $M=0.09$, $SD=0.29$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.09$, $SD=0.29$; $t=-0.04$, $p=0.97$, $d=0.00$. Percent Filipino: Non-participants $n=44,983$, $M=0.02$, $SD=0.13$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.02$, $SD=0.13$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=44,983$, $M=0.71$, $SD=0.46$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.71$, $SD=0.46$; $t=0.01$, $p=0.99$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=44,983$, $M=0.01$, $SD=0.08$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.01$, $SD=0.08$; $t=-0.04$, $p=0.97$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=44,983$, $M=0.01$, $SD=0.08$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.01$, $SD=0.08$; $t=0.04$, $p=0.97$, $d=0.00$. Percent White: Non-participants $n=44,983$, $M=0.08$, $SD=0.28$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.08$, $SD=0.28$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=44,983$, $M=0.02$, $SD=0.13$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.02$, $SD=0.13$; $t=0.00$, $p=1.00$, $d=0.00$. Percent No Response: Non-participants $n=44,983$, $M=0.01$, $SD=0.08$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.01$, $SD=0.08$; $t=-0.13$, $p=0.90$, $d=0.00$. Percent English Language Learner: Non-participants $n=44,983$, $M=0.33$, $SD=0.47$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.33$, $SD=0.47$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Special Education: Non-participants $n=44,983$, $M=0.85$, $SD=0.36$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.85$, $SD=0.36$; $t=0.07$, $p=0.95$, $d=0.00$. Percent Migrant: Non-participants $n=44,983$, $M=0.02$, $SD=0.13$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.02$, $SD=0.13$; $t=0.15$, $p=0.88$, $d=0.00$. Percent Homeless: Non-participants $n=44,983$, $M=0.04$, $SD=0.20$; CDE Expanded Learning After School Program Participants $n=44,983$, $M=0.04$, $SD=0.20$; $t=0.07$,

p=0.95, d=0.00. Percent Disabled: Non-participants n=44,983, M=0.12, SD=0.32; CDE Expanded Learning After School Program Participants n=44,983, M=0.12, SD=0.32; t=0.02, p=0.98, d=0.00. Percent Foster: Non-participants n=44,983, M=0.01, SD=0.11; CDE Expanded Learning After School Program Participants n=44,983, M=0.01, SD=0.11; t=0.23, p=0.81, d=0.00.

Exhibit D15: Grade Seven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning After School Programming

Percent Female: Non-participants n=34,145, M=0.50, SD=0.50; CDE Expanded Learning After School Program Participants n=34,145, M=0.50, SD=0.50; t=-0.02, p=0.98, d=0.00. Percent Asian: Non-participants n=34,145, M=0.07, SD=0.26; CDE Expanded Learning After School Program Participants n=34,145, M=0.07, SD=0.26; t=-0.01, p=0.99, d=0.00. Percent Black: Non-participants n=34,145, M=0.10, SD=0.30; CDE Expanded Learning After School Program Participants n=34,145, M=0.10, SD=0.30; t=-0.03, p=0.98, d=0.00. Percent Filipino: Non-participants n=34,145, M=0.02, SD=0.14; CDE Expanded Learning After School Program Participants n=34,145, M=0.02, SD=0.14; t=-0.03, p=0.98, d=0.00. Percent Hispanic: Non-participants n=34,145, M=0.66, SD=0.47; CDE Expanded Learning After School Program Participants n=34,145, M=0.66, SD=0.47; t=0.00, p=1.00, d=0.00. Percent Native American/ American Indian: Non-participants n=34,145, M=0.01, SD=0.08; CDE Expanded Learning After School Program Participants n=34,145, M=0.01, SD=0.08; t=0.00, p=1.00, d=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=34,145, M=0.01, SD=0.07; CDE Expanded Learning After School Program Participants n=34,145, M=0.01, SD=0.07; t=0.05, p=0.96, d=0.00. Percent White: Non-participants n=34,145, M=0.11, SD=0.31; CDE Expanded Learning After School Program Participants n=34,145, M=0.11, SD=0.31; t=0.02, p=0.98, d=0.00. Percent Two or More Ethnicities: Non-participants n=34,145, M=0.02, SD=0.13; CDE Expanded Learning After School Program Participants n=34,145, M=0.02, SD=0.13; t=0.00, p=1.00, d=0.00. Percent No Response: Non-participants n=34,145, M=0.01, SD=0.10; CDE Expanded Learning After School Program Participants n=34,145, M=0.01, SD=0.10; t=0.04, p=0.97, d=0.00. Percent English Language Learner: Non-participants n=34,145, M=0.23, SD=0.42; CDE Expanded Learning After School Program Participants n=34,145, M=0.23, SD=0.42; t=0.01, p=0.99, d=0.00. Percent Special Education: Non-participants n=34,145, M=0.81, SD=0.39; CDE Expanded Learning After School

Program Participants $n=34,145$, $M=0.81$, $SD=0.39$; $t=0.08$, $p=0.94$, $d=0.00$. Percent Migrant: Non-participants $n=34,145$, $M=0.02$, $SD=0.13$; CDE Expanded Learning After School Program Participants $n=34,145$, $M=0.02$, $SD=0.13$; $t=0.06$, $p=0.95$, $d=0.00$. Percent Homeless: Non-participants $n=34,145$, $M=0.04$, $SD=0.20$; CDE Expanded Learning After School Program Participants $n=34,145$, $M=0.04$, $SD=0.20$; $t=0.06$, $p=0.95$, $d=0.00$. Percent Disabled: Non-participants $n=34,145$, $M=0.12$, $SD=0.33$; CDE Expanded Learning After School Program Participants $n=34,145$, $M=0.12$, $SD=0.33$; $t=0.01$, $p=0.99$, $d=0.00$. Percent Foster: Non-participants $n=34,145$, $M=0.01$, $SD=0.11$; CDE Expanded Learning After School Program Participants $n=34,145$, $M=0.01$, $SD=0.11$; $t=0.38$, $p=0.70$, $d=0.00$.

Exhibit D16: Grade Eight Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning After School Programming

Percent Female: Non-participants $n=29,039$, $M=0.50$, $SD=0.50$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.50$, $SD=0.50$; $t=-0.02$, $p=0.99$, $d=0.00$. Percent Asian: Non-participants $n=29,039$, $M=0.07$, $SD=0.25$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.07$, $SD=0.25$; $t=0.02$, $p=0.99$, $d=0.00$. Percent Black: Non-participants $n=29,039$, $M=0.12$, $SD=0.32$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.12$, $SD=0.32$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=29,039$, $M=0.02$, $SD=0.15$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.02$, $SD=0.15$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Hispanic: Non-participants $n=29,039$, $M=0.65$, $SD=0.48$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.65$, $SD=0.48$; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=29,039$, $M=0.01$, $SD=0.08$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=29,039$, $M=0.01$, $SD=0.08$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.01$, $SD=0.08$; $t=-0.05$, $p=0.96$, $d=0.00$. Percent White: Non-participants $n=29,039$, $M=0.10$, $SD=0.30$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.10$, $SD=0.30$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=29,039$, $M=0.02$, $SD=0.12$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.02$, $SD=0.12$; $t=0.03$, $p=0.97$, $d=0.00$. Percent No Response: Non-participants $n=29,039$, $M=0.01$, $SD=0.09$; CDE Expanded

Learning After School Program Participants $n=29,039$, $M=0.01$, $SD=0.09$; $t=0.05$, $p=0.96$, $d=0.00$. Percent English Language Learner: Non-participants $n=29,039$, $M=0.20$, $SD=0.40$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.20$, $SD=0.40$; $t=0.01$, $p=0.99$, $d=0.00$. Percent Special Education: Non-participants $n=29,039$, $M=0.81$, $SD=0.39$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.81$, $SD=0.39$; $t=0.02$, $p=0.98$, $d=0.00$. Percent Migrant: Non-participants $n=29,039$, $M=0.02$, $SD=0.12$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.02$, $SD=0.12$; $t=-0.03$, $p=0.97$, $d=0.00$. Percent Homeless: Non-participants $n=29,039$, $M=0.03$, $SD=0.18$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.03$, $SD=0.18$; $t=0.05$, $p=0.96$, $d=0.00$. Percent Disabled: Non-participants $n=29,039$, $M=0.11$, $SD=0.32$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.11$, $SD=0.32$; $t=0.04$, $p=0.97$, $d=0.00$. Percent Foster: Non-participants $n=29,039$, $M=0.01$, $SD=0.11$; CDE Expanded Learning After School Program Participants $n=29,039$, $M=0.01$, $SD=0.11$; $t=0.04$, $p=0.97$, $d=0.00$.

Exhibit D17: Grade One Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

Percent Female: Non-participants $n=13,431$, $M=0.48$, $SD=0.50$; CDE Expanded Learning Supplemental Program Participants $n=13,431$, $M=0.48$, $SD=0.50$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Asian: Non-participants $n=13,431$, $M=0.05$, $SD=0.21$; CDE Expanded Learning Supplemental Program Participants $n=13,431$, $M=0.05$, $SD=0.21$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Black: Non-participants $n=13,431$, $M=0.08$, $SD=0.27$; CDE Expanded Learning Supplemental Program Participants $n=13,431$, $M=0.08$, $SD=0.27$; $t=-0.02$, $p=0.98$, $d=0.00$. Percent Filipino: Non-participants $n=13,431$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Supplemental Program Participants $n=13,431$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=13,431$, $M=0.75$, $SD=0.43$; CDE Expanded Learning Supplemental Program Participants $n=13,431$, $M=0.75$, $SD=0.43$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=13,431$, $M=0.00$, $SD=0.06$; CDE Expanded Learning Supplemental Program Participants $n=13,431$, $M=0.00$, $SD=0.06$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=13,431$, $M=0.00$, $SD=0.06$; CDE Expanded Learning Supplemental Program Participants $n=13,431$, $M=0.00$, $SD=0.06$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants

n=13,431, M=0.08, SD=0.27; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.08, SD=0.27; t=0.00, p=1.00, d=0.00. Percent Two or More Ethnicities: Non-participants n=13,431, M=0.02, SD=0.13; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.02, SD=0.13; t=0.05, p=0.96, d=0.00. Percent No Response: Non-participants n=13,431, M=0.01, SD=0.12; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.01, SD=0.12; t=0.00, p=1.00, d=0.00. Percent English Language Learner: Non-participants n=13,431, M=0.55, SD=0.50; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.55, SD=0.50; t=-0.01, p=0.99, d=0.00. Percent Special Education: Non-participants n=13,431, M=0.84, SD=0.36; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.84, SD=0.36; t=0.02, p=0.99, d=0.00. Percent Migrant: Non-participants n=13,431, M=0.03, SD=0.17; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.03, SD=0.17; t=0.04, p=0.97, d=0.00. Percent Homeless: Non-participants n=13,431, M=0.06, SD=0.23; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.06, SD=0.23; t=0.00, p=1.00, d=0.00. Percent Disabled: Non-participants n=13,431, M=0.08, SD=0.27; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.08, SD=0.27; t=0.00, p=1.00, d=0.00. Percent Foster: Non-participants n=13,431, M=0.02, SD=0.14; CDE Expanded Learning Supplemental Program Participants n=13,431, M=0.02, SD=0.14; t=0.00, p=1.00, d=0.00.

Exhibit D18: Grade Two Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Supplemental Programming

Percent Female: Non-participants n=13,429, M=0.48, SD=0.50; CDE Expanded Learning Supplemental Program Participants n=13,429, M=0.48, SD=0.50; t=0.06, p=0.95, d=0.00. Percent Asian: Non-participants n=13,429, M=0.05, SD=0.21; CDE Expanded Learning Supplemental Program Participants n=13,429, M=0.05, SD=0.21; t=0.00, p=1.00, d=0.00. Percent Black: Non-participants n=13,429, M=0.08, SD=0.28; CDE Expanded Learning Supplemental Program Participants n=13,429, M=0.08, SD=0.28; t=-0.02, p=0.98, d=0.00. Percent Filipino: Non-participants n=13,429, M=0.01, SD=0.08; CDE Expanded Learning Supplemental Program Participants n=13,429, M=0.01, SD=0.08; t=0.00, p=1.00, d=0.00. Percent Hispanic: Non-participants n=13,429, M=0.76, SD=0.43; CDE Expanded Learning Supplemental Program Participants n=13,429, M=0.76, SD=0.43; t=-0.03, p=0.98, d=0.00. Percent Native

American/ American Indian: Non-participants $n=13,429$, $M=0.00$, $SD=0.06$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.00$, $SD=0.06$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=13,429$, $M=0.00$, $SD=0.07$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.00$, $SD=0.07$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants $n=13,429$, $M=0.07$, $SD=0.25$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.07$, $SD=0.25$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=13,429$, $M=0.02$, $SD=0.12$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.02$, $SD=0.12$; $t=0.00$, $p=1.00$, $d=0.00$. Percent No Response: Non-participants $n=13,429$, $M=0.01$, $SD=0.11$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.01$, $SD=0.11$; $t=0.17$, $p=0.87$, $d=0.00$. Percent English Language Learner: Non-participants $n=13,429$, $M=0.56$, $SD=0.50$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.57$, $SD=0.50$; $t=0.01$, $p=0.99$, $d=0.00$. Percent Special Education: Non-participants $n=13,429$, $M=0.88$, $SD=0.32$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.88$, $SD=0.32$; $t=-0.04$, $p=0.97$, $d=0.00$. Percent Migrant: Non-participants $n=13,429$, $M=0.03$, $SD=0.16$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.03$, $SD=0.16$; $t=-0.08$, $p=0.94$, $d=0.00$. Percent Homeless: Non-participants $n=13,429$, $M=0.05$, $SD=0.23$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.05$, $SD=0.23$; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Disabled: Non-participants $n=13,429$, $M=0.09$, $SD=0.28$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.09$, $SD=0.28$; $t=0.09$, $p=0.93$, $d=0.00$. Percent Foster: Non-participants $n=13,429$, $M=0.02$, $SD=0.14$; CDE Expanded Learning Supplemental Program Participants $n=13,429$, $M=0.02$, $SD=0.14$; $t=0.00$, $p=1.00$, $d=0.00$.

Exhibit D19: Grade Three Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

Percent Female: Non-participants $n=13,623$, $M=0.48$, $SD=0.50$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.48$, $SD=0.50$; $t=0.02$, $p=0.98$, $d=0.00$. Percent Asian: Non-participants $n=13,623$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.05$, $SD=0.22$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Black: Non-participants $n=13,623$, $M=0.08$, $SD=0.27$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.08$,

SD=0.27; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=13,623$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=13,623$, $M=0.77$, $SD=0.42$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.77$, $SD=0.42$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=13,623$, $M=0.00$, $SD=0.06$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.00$, $SD=0.06$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=13,623$, $M=0.00$, $SD=0.07$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.00$, $SD=0.07$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants $n=13,623$, $M=0.07$, $SD=0.25$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.07$, $SD=0.25$; $t=-0.02$, $p=0.98$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=13,623$, $M=0.01$, $SD=0.12$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.01$, $SD=0.12$; $t=0.05$, $p=0.96$, $d=0.00$. Percent No Response: Non-participants $n=13,623$, $M=0.01$, $SD=0.10$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.01$, $SD=0.10$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=13,623$, $M=0.57$, $SD=0.49$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.57$, $SD=0.49$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Special Education: Non-participants $n=13,623$, $M=0.89$, $SD=0.31$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.89$, $SD=0.31$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Migrant: Non-participants $n=13,623$, $M=0.03$, $SD=0.16$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.03$, $SD=0.16$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Homeless: Non-participants $n=13,623$, $M=0.06$, $SD=0.24$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.06$, $SD=0.24$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Disabled: Non-participants $n=13,623$, $M=0.10$, $SD=0.30$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.10$, $SD=0.30$; $t=0.02$, $p=0.98$, $d=0.00$. Percent Foster: Non-participants $n=13,623$, $M=0.02$, $SD=0.14$; CDE Expanded Learning Supplemental Program Participants $n=13,623$, $M=0.02$, $SD=0.14$; $t=0.00$, $p=1.00$, $d=0.00$.

Exhibit D20: Grade Four Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning Supplemental Programming

Percent Female: Non-participants $n=13,112$, $M=0.49$, $SD=0.50$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.49$, $SD=0.50$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Asian: Non-participants $n=13,112$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.05$, $SD=0.22$; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Black: Non-participants $n=13,112$, $M=0.07$, $SD=0.26$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.07$, $SD=0.26$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=13,112$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.01$, $SD=0.09$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=13,112$, $M=0.78$, $SD=0.42$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.78$, $SD=0.42$; $t=0.01$, $p=0.99$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=13,112$, $M=0.00$, $SD=0.05$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.00$, $SD=0.05$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=13,112$, $M=0.00$, $SD=0.07$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.00$, $SD=0.07$; $t=0.09$, $p=0.93$, $d=0.00$. Percent White: Non-participants $n=13,112$, $M=0.06$, $SD=0.24$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.06$, $SD=0.24$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=13,112$, $M=0.01$, $SD=0.12$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.01$, $SD=0.12$; $t=0.00$, $p=1.00$, $d=0.00$. Percent No Response: Non-participants $n=13,112$, $M=0.01$, $SD=0.10$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.01$, $SD=0.10$; $t=-0.06$, $p=0.95$, $d=0.00$. Percent English Language Learner: Non-participants $n=13,112$, $M=0.55$, $SD=0.50$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.55$, $SD=0.50$; $t=-0.01$, $p=0.99$, $d=0.00$. Percent Special Education: Non-participants $n=13,112$, $M=0.90$, $SD=0.30$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.90$, $SD=0.30$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Migrant: Non-participants $n=13,112$, $M=0.03$, $SD=0.17$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.03$, $SD=0.17$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Homeless: Non-participants $n=13,112$, $M=0.06$, $SD=0.23$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.06$, $SD=0.23$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Disabled: Non-participants $n=13,112$, $M=0.11$, $SD=0.31$; CDE Expanded Learning Supplemental Program Participants $n=13,112$, $M=0.11$, $SD=0.31$; $t=0.04$, $p=0.97$, $d=0.00$. Percent Foster: Non-participants $n=13,112$,

M=0.02, SD=0.13; CDE Expanded Learning Supplemental Program Participants n=13,112, M=0.02, SD=0.13; t=0.09, p=0.93, d=0.00.

Exhibit D21: Grade Five Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Supplemental Programming

Percent Female: Non-participants n=11,398, M=0.49, SD=0.50; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.49, SD=0.50; t=0.00, p=1.00, d=0.00. Percent Asian: Non-participants n=11,398, M=0.05, SD=0.21; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.05, SD=0.21; t=-0.03, p=0.97, d=0.00. Percent Black: Non-participants n=11,398, M=0.08, SD=0.27; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.08, SD=0.27; t=0.00, p=1.00, d=0.00. Percent Filipino: Non-participants n=11,398, M=0.01, SD=0.09; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.01, SD=0.09; t=0.00, p=1.00, d=0.00. Percent Hispanic: Non-participants n=11,398, M=0.78, SD=0.42; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.78, SD=0.42; t=0.00, p=1.00, d=0.00. Percent Native American/ American Indian: Non-participants n=11,398, M=0.00, SD=0.06; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.00, SD=0.06; t=0.12, p=0.91, d=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=11,398, M=0.00, SD=0.07; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.00, SD=0.07; t=-0.10, p=0.92, d=0.00. Percent White: Non-participants n=11,398, M=0.06, SD=0.23; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.06, SD=0.23; t=0.00, p=1.00, d=0.00. Percent Two or More Ethnicities: Non-participants n=11,398, M=0.01, SD=0.12; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.01, SD=0.12; t=0.06, p=0.96, d=0.00. Percent No Response: Non-participants n=11,398, M=0.01, SD=0.10; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.01, SD=0.10; t=0.00, p=1.00, d=0.00. Percent English Language Learner: Non-participants n=11,398, M=0.46, SD=0.50; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.46, SD=0.50; t=-0.01, p=0.99, d=0.00. Percent Special Education: Non-participants n=11,398, M=0.89, SD=0.31; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.89, SD=0.31; t=0.02, p=0.98, d=0.00. Percent Migrant: Non-participants n=11,398, M=0.03, SD=0.16; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.03, SD=0.16; t=0.00, p=1.00,

d=0.00. Percent Homeless: Non-participants n=11,398, M=0.06, SD=0.23; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.06, SD=0.23; t=0.06, p=0.95, d=0.00. Percent Disabled: Non-participants n=11,398, M=0.12, SD=0.32; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.12, SD=0.32; t=0.02, p=0.98, d=0.00. Percent Foster: Non-participants n=11,398, M=0.02, SD=0.12; CDE Expanded Learning Supplemental Program Participants n=11,398, M=0.02, SD=0.13; t=0.05, p=0.96, d=0.00.

Exhibit D22: Grade Six Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Supplemental Programming

Percent Female: Non-participants n=8,967, M=0.48, SD=0.50; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.48, SD=0.50; t=0.00, p=1.00, d=0.00. Percent Asian: Non-participants n=8,967, M=0.07, SD=0.25; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.07, SD=0.25; t=0.00, p=1.00, d=0.00. Percent Black: Non-participants n=8,967, M=0.08, SD=0.27; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.08, SD=0.27; t=0.00, p=1.00, d=0.00. Percent Filipino: Non-participants n=8,967, M=0.01, SD=0.10; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.01, SD=0.10; t=0.00, p=1.00, d=0.00. Percent Hispanic: Non-participants n=8,967, M=0.76, SD=0.43; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.76, SD=0.43; t=-0.02, p=0.99, d=0.00. Percent Native American/ American Indian: Non-participants n=8,967, M=0.00, SD=0.06; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.00, SD=0.06; t=0.12, p=0.90, d=0.00. Percent Hawaiian/ Pacific Islander: Non-participants n=8,967, M=0.01, SD=0.08; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.01, SD=0.08; t=0.00, p=1.00, d=0.00. Percent White: Non-participants n=8,967, M=0.05, SD=0.23; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.05, SD=0.23; t=0.00, p=1.00, d=0.00. Percent Two or More Ethnicities: Non-participants n=8,967, M=0.01, SD=0.10; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.01, SD=0.10; t=0.00, p=1.00, d=0.00. Percent No Response: Non-participants n=8,967, M=0.01, SD=0.09; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.01, SD=0.09; t=0.00, p=1.00, d=0.00. Percent English Language Learner: Non-participants n=8,967, M=0.40, SD=0.49; CDE Expanded Learning Supplemental Program Participants n=8,967, M=0.40, SD=0.49; t=0.00, p=1.00, d=0.00. Percent

Special Education: Non-participants $n=8,967$, $M=0.88$, $SD=0.32$; CDE Expanded Learning Supplemental Program Participants $n=8,967$, $M=0.88$, $SD=0.32$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Migrant: Non-participants $n=8,967$, $M=0.03$, $SD=0.16$; CDE Expanded Learning Supplemental Program Participants $n=8,967$, $M=0.03$, $SD=0.16$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Homeless: Non-participants $n=8,967$, $M=0.04$, $SD=0.20$; CDE Expanded Learning Supplemental Program Participants $n=8,967$, $M=0.04$, $SD=0.20$; $t=0.04$, $p=0.97$, $d=0.00$. Percent Disabled: Non-participants $n=8,967$, $M=0.13$, $SD=0.33$; CDE Expanded Learning Supplemental Program Participants $n=8,967$, $M=0.13$, $SD=0.33$; $t=0.04$, $p=0.96$, $d=0.00$. Percent Foster: Non-participants $n=8,967$, $M=0.01$, $SD=0.12$; CDE Expanded Learning Supplemental Program Participants $n=8,967$, $M=0.01$, $SD=0.12$; $t=0.13$, $p=0.90$, $d=0.00$.

Exhibit D23: Grade Seven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Supplemental Programming

Percent Female: Non-participants $n=8,192$, $M=0.48$, $SD=0.50$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.48$, $SD=0.50$; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Asian: Non-participants $n=8,192$, $M=0.07$, $SD=0.25$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.07$, $SD=0.25$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Black: Non-participants $n=8,192$, $M=0.08$, $SD=0.27$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.08$, $SD=0.27$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Filipino: Non-participants $n=8,192$, $M=0.02$, $SD=0.12$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.02$, $SD=0.12$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=8,192$, $M=0.74$, $SD=0.44$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.74$, $SD=0.44$; $t=-0.02$, $p=0.99$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=8,192$, $M=0.00$, $SD=0.05$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.00$, $SD=0.05$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=8,192$, $M=0.00$, $SD=0.06$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.00$, $SD=0.06$; $t=0.12$, $p=0.90$, $d=0.00$. Percent White: Non-participants $n=8,192$, $M=0.07$, $SD=0.25$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.07$, $SD=0.25$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=8,192$, $M=0.01$, $SD=0.10$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.01$, $SD=0.10$; $t=-0.08$, $p=0.94$, $d=0.00$. Percent No

Response: Non-participants $n=8,192$, $M=0.01$, $SD=0.09$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.01$, $SD=0.09$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=8,192$, $M=0.31$, $SD=0.46$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.31$, $SD=0.46$; $t=0.02$, $p=0.99$, $d=0.00$. Percent Special Education: Non-participants $n=8,192$, $M=0.86$, $SD=0.34$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.86$, $SD=0.34$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Migrant: Non-participants $n=8,192$, $M=0.03$, $SD=0.17$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.03$, $SD=0.17$; $t=-0.05$, $p=0.96$, $d=0.00$. Percent Homeless: Non-participants $n=8,192$, $M=0.05$, $SD=0.22$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.05$, $SD=0.22$; $t=0.03$, $p=0.97$, $d=0.00$. Percent Disabled: Non-participants $n=8,192$, $M=0.12$, $SD=0.33$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.12$, $SD=0.33$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Foster: Non-participants $n=8,192$, $M=0.01$, $SD=0.11$; CDE Expanded Learning Supplemental Program Participants $n=8,192$, $M=0.01$, $SD=0.11$; $t=-0.07$, $p=0.94$, $d=0.00$.

Exhibit D24: Grade Eight Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning Supplemental Programming

Percent Female: Non-participants $n=5,796$, $M=0.46$, $SD=0.50$; CDE Expanded Learning Supplemental Program Participants $n=5,796$, $M=0.46$, $SD=0.50$; $t=-0.02$, $p=0.99$, $d=0.00$. Percent Asian: Non-participants $n=5,796$, $M=0.06$, $SD=0.24$; CDE Expanded Learning Supplemental Program Participants $n=5,796$, $M=0.06$, $SD=0.24$; $t=0.04$, $p=0.97$, $d=0.00$. Percent Black: Non-participants $n=5,796$, $M=0.09$, $SD=0.29$; CDE Expanded Learning Supplemental Program Participants $n=5,796$, $M=0.09$, $SD=0.29$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Filipino: Non-participants $n=5,796$, $M=0.02$, $SD=0.13$; CDE Expanded Learning Supplemental Program Participants $n=5,796$, $M=0.02$, $SD=0.13$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hispanic: Non-participants $n=5,796$, $M=0.74$, $SD=0.44$; CDE Expanded Learning Supplemental Program Participants $n=5,796$, $M=0.74$, $SD=0.44$; $t=-0.02$, $p=0.98$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=5,796$, $M=0.00$, $SD=0.06$; CDE Expanded Learning Supplemental Program Participants $n=5,796$, $M=0.00$, $SD=0.06$; $t=0.00$, $p=1.00$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=5,796$, $M=0.01$, $SD=0.08$; CDE Expanded Learning Supplemental Program Participants $n=5,796$, $M=0.01$, $SD=0.08$;

t=0.00, p=1.00, d=0.00. Percent White: Non-participants n=5,796, M=0.06, SD=0.24; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.06, SD=0.24; t=0.00, p=1.00, d=0.00. Percent Two or More Ethnicities: Non-participants n=5,796, M=0.01, SD=0.11; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.01, SD=0.11; t=0.00, p=1.00, d=0.00. Percent No Response: Non-participants n=5,796, M=0.01, SD=0.09; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.01, SD=0.09; t=0.00, p=1.00, d=0.00. Percent English Language Learner: Non-participants n=5,796, M=0.27, SD=0.45; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.27, SD=0.45; t=0.02, p=0.98, d=0.00. Percent Special Education: Non-participants n=5,796, M=0.87, SD=0.33; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.87, SD=0.33; t=-0.03, p=0.98, d=0.00. Percent Migrant: Non-participants n=5,796, M=0.03, SD=0.16; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.03, SD=0.16; t=0.00, p=1.00, d=0.00. Percent Homeless: Non-participants n=5,796, M=0.04, SD=0.21; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.04, SD=0.21; t=-0.05, p=0.96, d=0.00. Percent Disabled: Non-participants n=5,796, M=0.12, SD=0.32; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.12, SD=0.32; t=0.00, p=1.00, d=0.00. Percent Foster: Non-participants n=5,796, M=0.01, SD=0.10; CDE Expanded Learning Supplemental Program Participants n=5,796, M=0.01, SD=0.10; t=-0.09, p=0.93, d=0.00.

Exhibit D25: Grade Nine Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education's Expanded Learning High School Programming

Percent Female: Non-participants n=5,661, M=0.44, SD=0.50; CDE Expanded Learning High School Program Participants n=5,661, M=0.44, SD=0.50; t=-0.06, p=0.95, d=0.00. Percent Asian: Non-participants n=5,661, M=0.07, SD=0.26; CDE Expanded Learning High School Program Participants n=5,661, M=0.07, SD=0.26; t=0.04, p=0.97, d=0.00. Percent Black: Non-participants n=5,661, M=0.11, SD=0.32; CDE Expanded Learning High School Program Participants n=5,661, M=0.11, SD=0.32; t=0.00, p=1.00, d=0.00. Percent Filipino: Non-participants n=5,661, M=0.04, SD=0.19; CDE Expanded Learning High School Program Participants n=5,661, M=0.04, SD=0.18; t=-0.05, p=0.96, d=0.00. Percent Hispanic: Non-participants n=5,661, M=0.64, SD=0.48; CDE Expanded Learning High School Program Participants n=5,661, M=0.64, SD=0.48; t=-0.04,

$p=0.97$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=5,661$, $M=0.01$, $SD=0.08$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.01$, $SD=0.08$; $t=0.12$, $p=0.91$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=5,661$, $M=0.01$, $SD=0.11$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.01$, $SD=0.11$; $t=0.00$, $p=1.00$, $d=0.00$. Percent White: Non-participants $n=5,661$, $M=0.10$, $SD=0.30$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.10$, $SD=0.30$; $t=-0.03$, $p=0.97$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=5,661$, $M=0.02$, $SD=0.13$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.02$, $SD=0.13$; $t=0.15$, $p=0.88$, $d=0.00$. Percent No Response: Non-participants $n=5,661$, $M=0.01$, $SD=0.08$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.01$, $SD=0.08$; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants $n=5,661$, $M=0.17$, $SD=0.37$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.17$, $SD=0.37$; $t=0.10$, $p=0.92$, $d=0.00$. Percent Special Education: Non-participants $n=5,661$, $M=0.83$, $SD=0.38$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.83$, $SD=0.38$; $t=-0.15$, $p=0.88$, $d=0.00$. Percent Migrant: Non-participants $n=5,661$, $M=0.01$, $SD=0.09$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.01$, $SD=0.09$; $t=-0.11$, $p=0.92$, $d=0.00$. Percent Homeless: Non-participants $n=5,661$, $M=0.03$, $SD=0.17$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.03$, $SD=0.17$; $t=0.11$, $p=0.91$, $d=0.00$. Percent Disabled: Non-participants $n=5,661$, $M=0.12$, $SD=0.33$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.12$, $SD=0.33$; $t=-0.06$, $p=0.95$, $d=0.00$. Percent Foster: Non-participants $n=5,661$, $M=0.01$, $SD=0.10$; CDE Expanded Learning High School Program Participants $n=5,661$, $M=0.01$, $SD=0.10$; $t=0.37$, $p=0.71$, $d=0.01$.

Exhibit D26: Grade Ten Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

Percent Female: Non-participants $n=7,906$, $M=0.45$, $SD=0.50$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.45$, $SD=0.50$; $t=-0.06$, $p=0.95$, $d=0.00$.
 Percent Asian: Non-participants $n=7,906$, $M=0.08$, $SD=0.27$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.08$, $SD=0.26$; $t=-0.03$, $p=0.98$, $d=0.00$.
 Percent Black: Non-participants $n=7,906$, $M=0.11$, $SD=0.31$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.11$, $SD=0.31$; $t=0.16$, $p=0.88$, $d=0.00$.
 Percent Filipino: Non-participants $n=7,906$, $M=0.03$, $SD=0.18$; CDE Expanded Learning

High School Program Participants $n=7,906$, $M=0.03$, $SD=0.18$; $t=-0.18$, $p=0.86$, $d=0.00$. Percent Hispanic: Non-participants $n=7,906$, $M=0.64$, $SD=0.48$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.64$, $SD=0.48$; $t=-0.02$, $p=0.99$, $d=0.00$. Percent Native American/ American Indian: Non-participants $n=7,906$, $M=0.01$, $SD=0.08$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.01$, $SD=0.08$; $t=-0.19$, $p=0.85$, $d=0.00$. Percent Hawaiian/ Pacific Islander: Non-participants $n=7,906$, $M=0.01$, $SD=0.10$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.01$, $SD=0.10$; $t=0.08$, $p=0.94$, $d=0.00$. Percent White: Non-participants $n=7,906$, $M=0.10$, $SD=0.30$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.10$, $SD=0.30$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Two or More Ethnicities: Non-participants $n=7,906$, $M=0.02$, $SD=0.13$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.02$, $SD=0.12$; $t=-0.19$, $p=0.85$, $d=0.00$. Percent No Response: Non-participants $n=7,906$, $M=0.01$, $SD=0.09$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.01$, $SD=0.10$; $t=0.25$, $p=0.80$, $d=0.00$. Percent English Language Learner: Non-participants $n=7,906$, $M=0.17$, $SD=0.37$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.17$, $SD=0.37$; $t=0.19$, $p=0.85$, $d=0.00$. Percent Special Education: Non-participants $n=7,906$, $M=0.79$, $SD=0.41$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.79$, $SD=0.41$; $t=0.12$, $p=0.91$, $d=0.00$. Percent Migrant: Non-participants $n=7,906$, $M=0.01$, $SD=0.09$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.01$, $SD=0.10$; $t=0.51$, $p=0.61$, $d=0.01$. Percent Homeless: Non-participants $n=7,906$, $M=0.03$, $SD=0.16$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.03$, $SD=0.16$; $t=0.10$, $p=0.92$, $d=0.00$. Percent Disabled: Non-participants $n=7,906$, $M=0.11$, $SD=0.31$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.11$, $SD=0.31$; $t=0.03$, $p=0.98$, $d=0.00$. Percent Foster: Non-participants $n=7,906$, $M=0.01$, $SD=0.09$; CDE Expanded Learning High School Program Participants $n=7,906$, $M=0.01$, $SD=0.09$; $t=0.26$, $p=0.80$, $d=0.00$.

Exhibit D27: Grade Eleven Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

Percent Female: Non-participants $n=8,202$, $M=0.46$, $SD=0.50$; CDE Expanded Learning High School Program Participants $n=8,202$, $M=0.46$, $SD=0.50$; $t=0.06$, $p=0.95$, $d=0.00$. Percent Asian: Non-participants $n=8,202$, $M=0.07$, $SD=0.25$; CDE Expanded Learning High School Program Participants $n=8,202$, $M=0.07$, $SD=0.25$; $t=0.12$, $p=0.90$, $d=0.00$.

Percent Black: Non-participants n=8,202, M=0.11, SD=0.31; CDE Expanded Learning High School Program Participants n=8,202, M=0.11, SD=0.31; $t=0.15$, $p=0.88$, $d=0.00$. Percent Filipino: Non-participants n=8,202, M=0.04, SD=0.19; CDE Expanded Learning High School Program Participants n=8,202, M=0.04, SD=0.19; $t=-0.16$, $p=0.87$, $d=0.00$. Percent Hispanic: Non-participants n=8,202, M=0.66, SD=0.48; CDE Expanded Learning High School Program Participants n=8,202, M=0.65, SD=0.48; $t=-0.13$, $p=0.90$, $d=0.00$. Percent Native American/ American Indian: Non-participants n=8,202, M=0.01, SD=0.08; CDE Expanded Learning High School Program Participants n=8,202, M=0.01, SD=0.07; $t=-0.74$, $p=0.46$, $d=-0.01$. Percent Hawaiian/ Pacific Islander: Non-participants n=8,202, M=0.01, SD=0.09; CDE Expanded Learning High School Program Participants n=8,202, M=0.01, SD=0.10; $t=0.93$, $p=0.35$, $d=0.01$. Percent White: Non-participants n=8,202, M=0.09, SD=0.29; CDE Expanded Learning High School Program Participants n=8,202, M=0.09, SD=0.29; $t=-0.03$, $p=0.98$, $d=0.00$. Percent Two or More Ethnicities: Non-participants n=8,202, M=0.01, SD=0.12; CDE Expanded Learning High School Program Participants n=8,202, M=0.01, SD=0.12; $t=-0.07$, $p=0.95$, $d=0.00$. Percent No Response: Non-participants n=8,202, M=0.01, SD=0.09; CDE Expanded Learning High School Program Participants n=8,202, M=0.01, SD=0.09; $t=0.00$, $p=1.00$, $d=0.00$. Percent English Language Learner: Non-participants n=8,202, M=0.15, SD=0.36; CDE Expanded Learning High School Program Participants n=8,202, M=0.15, SD=0.36; $t=0.24$, $p=0.81$, $d=0.00$. Percent Special Education: Non-participants n=8,202, M=0.79, SD=0.40; CDE Expanded Learning High School Program Participants n=8,202, M=0.80, SD=0.40; $t=0.12$, $p=0.91$, $d=0.00$. Percent Migrant: Non-participants n=8,202, M=0.01, SD=0.11; CDE Expanded Learning High School Program Participants n=8,202, M=0.01, SD=0.11; $t=0.14$, $p=0.89$, $d=0.00$. Percent Homeless: Non-participants n=8,202, M=0.03, SD=0.16; CDE Expanded Learning High School Program Participants n=8,202, M=0.03, SD=0.16; $t=0.29$, $p=0.77$, $d=0.00$. Percent Disabled: Non-participants n=8,202, M=0.10, SD=0.30; CDE Expanded Learning High School Program Participants n=8,202, M=0.10, SD=0.30; $t=0.11$, $p=0.92$, $d=0.00$. Percent Foster: Non-participants n=8,202, M=0.01, SD=0.10; CDE Expanded Learning High School Program Participants n=8,202, M=0.01, SD=0.10; $t=0.24$, $p=0.81$, $d=0.00$.

Exhibit D28: Grade Twelve Post Propensity Score Matching Baseline Demographic Comparisons for the California Department of Education’s Expanded Learning High School Programming

Percent Female: Non-participants $n=7,230$, $M=0.47$, $SD=0.50$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.47$, $SD=0.50$; $t=-0.03$, $p=0.97$, $d=0.00$.

Percent Asian: Non-participants $n=7,230$, $M=0.08$, $SD=0.27$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.08$, $SD=0.27$; $t=0.09$, $p=0.93$, $d=0.00$.

Percent Black: Non-participants $n=7,230$, $M=0.10$, $SD=0.31$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.10$, $SD=0.31$; $t=-0.05$, $p=0.96$, $d=0.00$.

Percent Filipino: Non-participants $n=7,230$, $M=0.04$, $SD=0.19$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.04$, $SD=0.19$; $t=-0.09$, $p=0.93$, $d=0.00$.

Percent Hispanic: Non-participants $n=7,230$, $M=0.67$, $SD=0.47$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.67$, $SD=0.47$; $t=-0.07$, $p=0.94$, $d=0.00$.

Percent Native American/ American Indian: Non-participants $n=7,230$, $M=0.00$, $SD=0.06$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.00$, $SD=0.07$; $t=0.13$, $p=0.90$, $d=0.00$.

Percent Hawaiian/ Pacific Islander: Non-participants $n=7,230$, $M=0.01$, $SD=0.10$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.01$, $SD=0.10$; $t=0.42$, $p=0.67$, $d=0.01$.

Percent White: Non-participants $n=7,230$, $M=0.08$, $SD=0.27$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.08$, $SD=0.27$; $t=-0.03$, $p=0.98$, $d=0.00$.

Percent Two or More Ethnicities: Non-participants $n=7,230$, $M=0.01$, $SD=0.10$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.01$, $SD=0.10$; $t=0.00$, $p=1.00$, $d=0.00$.

Percent No Response: Non-participants $n=7,230$, $M=0.01$, $SD=0.07$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.01$, $SD=0.07$; $t=0.00$, $p=1.00$, $d=0.00$.

Percent English Language Learner: Non-participants $n=7,230$, $M=0.14$, $SD=0.35$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.14$, $SD=0.35$; $t=0.21$, $p=0.83$, $d=0.00$.

Percent Special Education: Non-participants $n=7,230$, $M=0.80$, $SD=0.40$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.80$, $SD=0.40$; $t=0.00$, $p=1.00$, $d=0.00$.

Percent Migrant: Non-participants $n=7,230$, $M=0.01$, $SD=0.11$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.01$, $SD=0.11$; $t=0.00$, $p=1.00$, $d=0.00$.

Percent Homeless: Non-participants $n=7,230$, $M=0.03$, $SD=0.17$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.03$, $SD=0.17$; $t=-0.05$, $p=0.96$, $d=0.00$.

Percent Disabled: Non-participants $n=7,230$, $M=0.10$, $SD=0.30$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.10$, $SD=0.30$; $t=-0.06$, $p=0.96$, $d=0.00$.

Percent Foster: Non-participants $n=7,230$, $M=0.01$, $SD=0.09$; CDE Expanded Learning High School Program Participants $n=7,230$, $M=0.01$, $SD=0.09$; $t=0.09$, $p=0.93$, $d=0.00$.

Exhibit E1: California Department of Education's Expanded Learning Before School Programming School Day Attendance Outcomes

Grade 1: Non-participants $n=2,613$, $M=157.23$, $SD=34.77$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=167.02$, $SD=14.52$; Adjusted Mean Difference= 9.79 , $p<0.001$, $d=0.36$. Grade 2: Non-participants $n=2,537$, $M=159.83$, $SD=33.25$; CDE Expanded Learning Before School Program Participants $n=2,537$, $M=168.68$, $SD=13.34$; Adjusted Mean Difference= 8.85 , $p<0.001$, $d=0.34$. Grade 3: Non-participants $n=2,749$, $M=161.79$, $SD=31.71$; CDE Expanded Learning Before School Program Participants $n=2,749$, $M=169.31$, $SD=14.48$; Adjusted Mean Difference= 7.52 , $p<0.001$, $d=0.30$. Grade 4: Non-participants $n=2,789$, $M=161.02$, $SD=30.78$; CDE Expanded Learning Before School Program Participants $n=2,789$, $M=168.60$, $SD=14.82$; Adjusted Mean Difference= 7.58 , $p<0.001$, $d=0.31$. Grade 5: Non-participants $n=2,613$, $M=161.68$, $SD=29.77$; CDE Expanded Learning Before School Program Participants $n=2,613$, $M=170.06$, $SD=11.66$; Adjusted Mean Difference= 8.38 , $p<0.001$, $d=0.37$. Grade 6: Non-participants $n=1,469$, $M=159.59$, $SD=34.97$; CDE Expanded Learning Before School Program Participants $n=1,469$, $M=170.21$, $SD=13.08$; Adjusted Mean Difference= 10.62 , $p<0.001$, $d=0.39$. Grade 7: Non-participants $n=1,214$, $M=163.23$, $SD=32.25$; CDE Expanded Learning Before School Program Participants $n=1,214$, $M=170.50$, $SD=11.95$; Adjusted Mean Difference= 7.27 , $p<0.001$, $d=0.29$. Grade 8: Non-participants $n=1,003$, $M=163.69$, $SD=31.79$; CDE Expanded Learning Before School Program Participants $n=1,003$, $M=168.89$, $SD=13.39$; Adjusted Mean Difference= 5.20 , $p=0.002$, $d=0.21$.

Exhibit E2: California Department of Education's Expanded Learning After School Programming School Day Attendance Outcomes

Grade 1: Non-participants $n=53,544$, $M=157.75$, $SD=33.32$; CDE Expanded Learning Before School Program Participants $n=53,544$, $M=166.18$, $SD=21.31$; Adjusted Mean Difference= 8.43 , $p<0.001$, $d=0.30$. Grade 2: Non-participants $n=59,653$, $M=159.23$, $SD=32.37$; CDE Expanded Learning Before School Program Participants $n=59,653$, $M=166.93$, $SD=20.10$; Adjusted Mean Difference= 7.70 , $p<0.001$, $d=0.28$. Grade 3: Non-participants $n=62,769$, $M=161.24$, $SD=31.14$; CDE Expanded Learning Before School Program Participants $n=62,769$, $M=168.23$, $SD=19.42$; Adjusted Mean Difference= 6.99 , $p<0.001$, $d=0.27$. Grade 4: Non-participants $n=63,454$, $M=161.44$, $SD=30.75$; CDE Expanded Learning Before School Program Participants $n=63,454$, $M=168.45$,

SD=18.91; Adjusted Mean Difference=7.01, $p<0.001$, $d=0.27$. Grade 5: Non-participants $n=58,012$, $M=162.24$, $SD=30.69$; CDE Expanded Learning Before School Program Participants $n=58,012$, $M=169.43$, $SD=18.22$; Adjusted Mean Difference=7.19, $p<0.001$, $d=0.28$. Grade 6: Non-participants $n=44,983$, $M=160.54$, $SD=32.19$; CDE Expanded Learning Before School Program Participants $n=44,983$, $M=168.66$, $SD=19.62$; Adjusted Mean Difference=8.12, $p<0.001$, $d=0.30$. Grade 7: Non-participants $n=34,145$, $M=162.30$, $SD=31.06$; CDE Expanded Learning Before School Program Participants $n=34,145$, $M=170.40$, $SD=14.37$; Adjusted Mean Difference=8.10, $p<0.001$, $d=0.33$. Grade 8: Non-participants $n=29,039$, $M=162.25$, $SD=31.25$; CDE Expanded Learning Before School Program Participants $n=29,039$, $M=170.77$, $SD=14.15$; Adjusted Mean Difference=8.52, $p<0.001$, $d=0.35$.

Exhibit E3: California Department of Education's Expanded Learning Supplemental Programming School Day Attendance Outcomes

Grade 1: Non-participants $n=13,431$, $M=157.65$, $SD=32.82$; CDE Expanded Learning Before School Program Participants $n=13,431$, $M=163.54$, $SD=21.52$; Adjusted Mean Difference=5.89, $p<0.001$, $d=0.21$. Grade 2: Non-participants $n=13,429$, $M=158.77$, $SD=31.98$; CDE Expanded Learning Before School Program Participants $n=13,429$, $M=163.97$, $SD=21.73$; Adjusted Mean Difference=5.20, $p<0.001$, $d=0.19$. Grade 3: Non-participants $n=13,623$, $M=160.57$, $SD=30.24$; CDE Expanded Learning Before School Program Participants $n=13,623$, $M=165.57$, $SD=20.62$; Adjusted Mean Difference=5.00, $p<0.001$, $d=0.19$. Grade 4: Non-participants $n=13,112$, $M=161.37$, $SD=30.09$; CDE Expanded Learning Before School Program Participants $n=13,112$, $M=165.85$, $SD=21.13$; Adjusted Mean Difference=4.48, $p<0.001$, $d=0.17$. Grade 5: Non-participants $n=11,398$, $M=162.04$, $SD=30.82$; CDE Expanded Learning Before School Program Participants $n=11,398$, $M=166.58$, $SD=22.01$; Adjusted Mean Difference=4.54, $p<0.001$, $d=0.17$. Grade 6: Non-participants $n=8,967$, $M=160.80$, $SD=32.02$; CDE Expanded Learning Before School Program Participants $n=8,967$, $M=165.83$, $SD=21.12$; Adjusted Mean Difference=5.03, $p<0.001$, $d=0.18$. Grade 7: Non-participants $n=8,192$, $M=162.06$, $SD=31.25$; CDE Expanded Learning Before School Program Participants $n=8,192$, $M=166.91$, $SD=19.68$; Adjusted Mean Difference=4.85, $p<0.001$, $d=0.18$. Grade 8: Non-participants $n=5,796$, $M=163.59$, $SD=30.30$; CDE Expanded Learning Before School Program Participants $n=5,796$, $M=167.17$, $SD=19.83$; Adjusted Mean Difference=3.58, $p<0.001$, $d=0.14$.

Exhibit E4: California Department of Education's Expanded Learning High School Programming School Day Attendance Outcomes

Grade 9: Non-participants n=5,661, M=153.50, SD=38.16; CDE Expanded Learning Before School Program Participants n=5,661, M=168.81, SD=16.25; Adjusted Mean Difference=15.31, $p<0.001$, $d=0.51$. Grade 10: Non-participants n=7,906, M=153.51, SD=36.93; CDE Expanded Learning Before School Program Participants n=7,906, M=167.99, SD=17.46; Adjusted Mean Difference=14.48, $p<0.001$, $d=0.49$. Grade 11: Non-participants n=8,202, M=149.74, SD=40.90; CDE Expanded Learning Before School Program Participants n=8,202, M=166.68, SD=20.80; Adjusted Mean Difference=16.94, $p<0.001$, $d=0.51$. Grade 12: Non-participants n=7,230, M=150.93, SD=39.61; CDE Expanded Learning Before School Program Participants n=7,230, M=166.96, SD=22.20; Adjusted Mean Difference=16.03, $p<0.001$, $d=0.49$.

Exhibit E5: Potential Financial Gains for Differences in Allocated Funding as a Result of Increases in Attendance for Expanded Learning Participants

Grade 1: \$1,550,942 = Before School Elementary/Middle, \$22,949,870 = After School Elementary/Middle, \$5,608,662 = Supplementary Elementary/Middle, High School N/A.
Grade 2: \$1,361,010 = Before School Elementary/Middle, \$23,934,074 = After School Elementary/Middle, \$5,028,491 = Supplementary Elementary/Middle, High School N/A.
Grade 3: \$1,244,843 = Before School Elementary/Middle, \$22,749,862 = After School Elementary/Middle, \$4,450,719 = Supplementary Elementary/Middle, High School N/A.
Grade 4: \$1,199,205 = Before School Elementary/Middle, \$23,259,506 = After School Elementary/Middle, \$4,182,223 = Supplementary Elementary/Middle, High School N/A.
Grade 5: \$1,184,391 = Before School Elementary/Middle, \$21,885,602 = After School Elementary/Middle, \$3,871,327 = Supplementary Elementary/Middle, High School N/A.
Grade 6: \$911,638 = Before School Elementary/Middle, \$18,286,370 = After School Elementary/Middle, \$3,606,669 = Supplementary Elementary/Middle, High School N/A.
Grade 7: \$693,279 = Before School Elementary/Middle, \$16,272,562 = After School Elementary/Middle, \$3,300,991 = Supplementary Elementary/Middle, High School N/A.
Grade 8: \$476,839 = Before School Elementary/Middle, \$13,913,495 = After School Elementary/Middle, \$2,135,791 = Supplementary Elementary/Middle, High School N/A.
Grade 9: Before School Elementary/Middle N/A, After School Elementary/Middle N/A, Supplemental Elementary/Middle N/A, High School = \$4,227,600.
Grade 10: Before School Elementary/Middle N/A, After School Elementary/Middle N/A, Supplemental

Elementary/Middle N/A, High School = \$5,346,348 .Grade 11: Before School Elementary/Middle N/A, After School Elementary/Middle N/A, Supplemental Elementary/Middle N/A, High School = \$6,084,582. Grade 12: Before School Elementary/Middle N/A, After School Elementary/Middle N/A, Supplemental Elementary/Middle N/A, High School = \$4,319,674 Total: \$8,622,146 = Before School Elementary/Middle, \$163,251,341 = After School Elementary/Middle, \$32,184,872 = Supplementary Elementary/Middle,\$19,978,204 = High School

Exhibit F1: Differences in School Day Attendance for English Learners by the California Department of Education’s Expanded Learning Participation

Grade 9 Program Participant: English Learner n=951, M=170.44 SD=17.45; Non-English Learner n=4,710, M=170.20, SD=15.99, Adjusted Mean Difference=0.24 Grade 9 Non-Participant: English Learner n=947, M=153.00 SD=39.17; Non-English Learner n=4,714, M=155.31, SD=37.95, Adjusted Mean Difference=-2.31* Grade 10 Program Participant: English Learner n=1,328, M=168.70 SD=18.86; Non-English Learner n=6,578, M=168.31, SD=17.16, Adjusted Mean Difference=0.39 Grade 10 Non-Participant: English Learner n=1,319, M=151.04 SD=40.16; Non-English Learner n=6,587, M=154.43, SD=36.21, Adjusted Mean Difference=-3.39* Grade 11 Program Participant: English Learner n=1,247, M=167.59 SD=21.50; Non-English Learner n=6,955, M=166.30, SD=20.67, Adjusted Mean Difference=1.29 Grade 11 Non-Participant: English Learner n=1,236, M=144.59 SD=45.91; Non-English Learner n=6,966, M=150.36, SD=39.85, Adjusted Mean Difference=-5.77* Grade 12 Program Participant: English Learner n=1,028, M=168.78 SD=25.05; Non-English Learner n=6,202, M=167.27, SD=21.68, Adjusted Mean Difference=1.51 Grade 12 Non-Participant: English Learner n=1,019, M=145.08 SD=47.75; Non-English Learner n=6,211, M=152.42, SD=37.94, Adjusted Mean Difference=-7.34*

Exhibit G1: Secondary School Sample Demographics for the 2014–16 California Healthy Kids Survey

Table compares characteristics of Middle Schools (Grade Seven) Type NGS (n=731), Middle Schools (Grade Seven) Type GS (n=791), High Schools (Grades Nine/Eleven) Type NGS (n=731) and High Schools (Grades Nine/Eleven) Type GS (n=791). Hispanic or Latino: 35% Middle Schools NGS, 65% Middle Schools GS, 47% High Schools NGS, 65% High Schools GS. White: 35% Middle Schools NGS, 23% Middle Schools GS, 38%

High Schools NGS, 24% High Schools GS. English spoken at home: 75% Middle Schools NGS, 53% Middle Schools GS, 70% High Schools NGS, 48% High Schools GS. Read English very well: 86% Middle Schools NGS, 76% Middle Schools GS, 86% High Schools NGS, 77% High Schools GS. Live with parent/guardian: 91% Middle Schools NGS, 83% Middle Schools GS, 92% High Schools NGS, 88% High Schools GS. Parent not high school graduate: 5% Middle Schools NGS, 13% Middle Schools GS, 14% High Schools NGS, 23% High Schools GS. Parent college graduate: 55% Middle Schools NGS, 24% Middle Schools GS, 43% High Schools NGS, 25% High Schools GS. Free/reduced lunch: 26% Middle Schools NGS, 61% Middle Schools GS, 39% High Schools NGS, 68% High Schools GS.

Exhibit G2: School-Level California Healthy Kids Survey Results for Elementary Schools (20 Indicators), 2014–16

School connectedness (high): 64% NGS, 59% GS. Academic motivation (high): 50% NGS, 43% GS. Total school development support (high): 57% NGS, 57% GS. Meaningful participation (high): 20% NGS, 24% GS. Caring adult relationships (high): 62% NGS, 60% GS. Caring adult relations (high): 62% NGS, 60% GS. Feel safe at school most or all of the time: 85% NGS, 78% GS. One of the best or better than most students: 52% GS, 42% NGS. Given a chance to help decide things: 36% NGS, 41% GS.

Exhibit G3: School-Level California Health Kids Survey Results for Secondary Schools (22 Indicators), 2014–16

School connectedness (high): 63% grade 7 NGS, 53% grade 7 GS, 48% grades nine/eleven NGS, 43% grades nine/eleven GS. Academic motivation (high): 46% grade 7 NGS, 41% grade 7 GS, 31% grades nine/eleven NGS, 28% grades nine/eleven GS. Grades A's & B's: 75% grade 7 NGS, 58% grade 7 GS, 62% grades nine/eleven NGS, 52% grades nine/eleven GS. Not truant past year: 74% grade 7 NGS, 71% grade 7 GS, 63% grades nine/eleven NGS, 60% grades nine/eleven GS. Not absent school past 30 days: 46% grade 7 NGS, 42% grade 7 GS, 36% grades nine/eleven NGS, 34% grades nine/eleven GS. Total school supports (high): 41% grade 7 NGS, 35% grade 7 GS, 30% grades nine/eleven NGS, 27% grades nine/eleven GS. Meaningful participation (high): 19% grade 7 NGS, 16% grade 7 GS, 14% grades nine/eleven NGS, 12% grades nine/eleven GS. Caring relations (high): 40% grade 7 NGS, 34% grade 7 GS, 32%

grades nine/eleven NGS, 28% grades nine/eleven GS. High expectations (high): 58% grade 7 NGS, 54% grade 7 GS, 44% grades nine/eleven NGS, 40% grades nine/eleven GS. School very safe: 27% grade 7 NGS, 21% grade 7 GS, 20% grades nine/eleven NGS, 15% grades nine/eleven GS. Any harassment: 37% grade 7 NGS, 35% grade 7 GS, 31% grades nine/eleven NGS, 29% grades nine/eleven GS. Chronic sadness: 22% grade 7 NGS, 27% grade 7 GS, 31% grades nine/eleven NGS, 32% grades nine/eleven GS. Considered suicide: grade 7 NGS N/A, grade 7 GS N/A, 17% grades nine/eleven NGS, 16% grades nine/eleven GS. School clean/tidy: 58% grade 7 NGS, 41% grade 7 GS, 50% grades nine/eleven NGS, 39% grades nine/eleven GS. Parents feel welcome (strongly): 25% grade 7 NGS, 20% grade 7 GS, 13% grades nine/eleven NGS, 40% grades nine/eleven GS.

Exhibit G4: Number of Student Self-Reported Days Attending After School Programs, 2015–16 California Healthy Kids Survey, by Grade and Grantee Status

Any (1-5 days): 33% Grade Five NGS, 38% Grade Five GS, 23% Grade Seven NGS, 28% Grade Seven GS, 25% Grades Nine/Eleven NGS, 32% Grades Nine/Eleven GS. 1 day: 8% Grade Five NGS, 4% Grade Five GS, 5% Grade Seven NGS, 3% Grade Seven GS, 5% Grades Nine/Eleven NGS, 7% Grades Nine/Eleven GS. 2 days: 6% Grade Five NGS, 3% Grade Five GS, 5% Grade Seven NGS, 4% Grade Seven GS, 4% Grades Nine/Eleven NGS, 7% Grades Nine/Eleven GS. 3 days: 4% Grade Five NGS, 3% Grade Five GS, 4% Grade Seven NGS, 3% Grade Seven GS, 3% Grades Nine/Eleven NGS, 5% Grades Nine/Eleven GS. 4 days: 3% Grade Five NGS, 3% Grade Five GS, 3% Grade Seven NGS, 3% Grade Seven GS, 3% Grades Nine/Eleven NGS, 3% Grades Nine/Eleven GS. 5 days: 11% Grade Five NGS, 26% Grade Five GS, 6% Grade Seven NGS, 14% Grade Seven GS, 10% Grades Nine/Eleven NGS, 10% Grades Nine/Eleven GS.

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