King Chavez: Arts & Athletics Academies, grades 3-5 [N=369]
There were significant effects from pre to post on several scales. Specifically, the observed effects were largest and most impressive for changes in hyperactivity/inattentiveness and social skills. There were moderate effect sizes for reading scores, math scores, empathy, bullying, school engagement, and student teacher relationship/closeness.

King Chavez: College Preparatory Middle School [N=383]
The scales in which we observed significant effects, pre to post, were for prosocial behavior, motivation, reading scores, math scores, and bullying. Of those scales, the observed effects were largest and most impressive for changes in self-control, bullying, and conflict within student-teacher relationships. There were moderate effect sizes for empathy, social skills, and academic motivation.

Lincoln Elementary [N=286]
There were significant effects for all of the pre to post scales (i.e., prosocial behavior, motivation, reading scores, and math scores). Specifically, the observed effects were largest and most impressive for changes in reading and math scores. Furthermore, there were moderate effect sizes observed for prosocial behavior and motivation to learn.