**Executive Summary**
East Side Union High School District
**1st Semester 2014-2015 School - Year**

This summary details the statistical results of the 180 Degrees Program that ended during the 1st Semester of the 2014-2015 school - year at the following 7 schools in the East Side Union High School District:

Andrew Hill High School, 1 class with 28 students
Calero High School, 9 classes with 154 students
Independence High School, 1 class with 18 students
Oak Grove High School, 1 class with 18 students
Piedmont Hills High School, 1 class with 14 students
Silver Creek High School, 1 class with 13 students
Yerba Buena High School, 1 class with 21 students

The project commenced with the beginning of the 1st Semester, approximately August 12, 2014. The 1st Semester ended approximately January 01, 2015. A total of 266 students enrolled in the project at 7 schools: 1 - 9th grade student, 161 - 10th grade students, 64 - 11th grade students and 40 - 12th grade students.
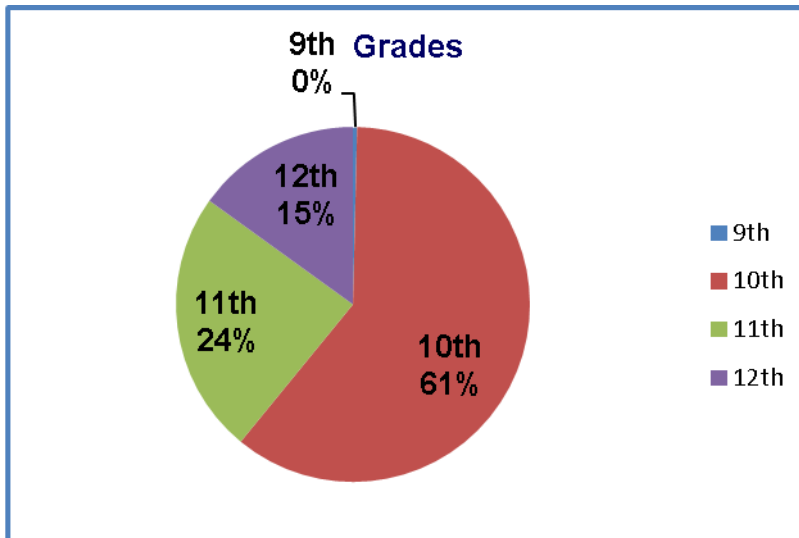
The demographic make-up of the students enrolled in the 180 Degrees Program classes at the 7 participating schools the 1st Semester of the 2014-2015 school year was as follows:

Gender
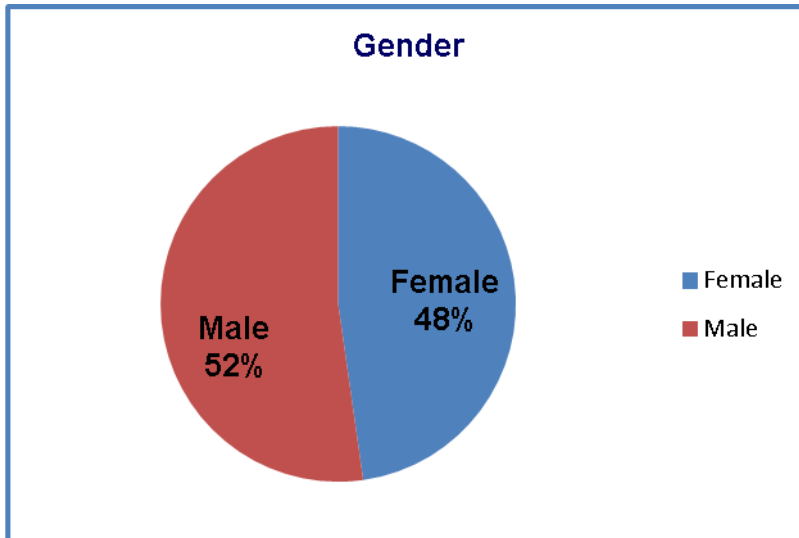
Female 48%

Male 52%

Student's gender and ethnicity consisted of 127 Female (47.7%); 139 Male (52.3%); 14 African American (5.3%); 1 American Indian (0.4%); 13 Asian (4.9%); 15 Caucasian (5.6%); 208 Hispanic (78.2%); 6 Pacific Islander (2.3%): 9 other/unknown (3.4%).

Race

4% 2% 5% 0% 5%

6%

78%

- African American
- American Indian
- Asian
- Caucasian
- Hispanic
- Other/UnKnown
- Pacific Islander
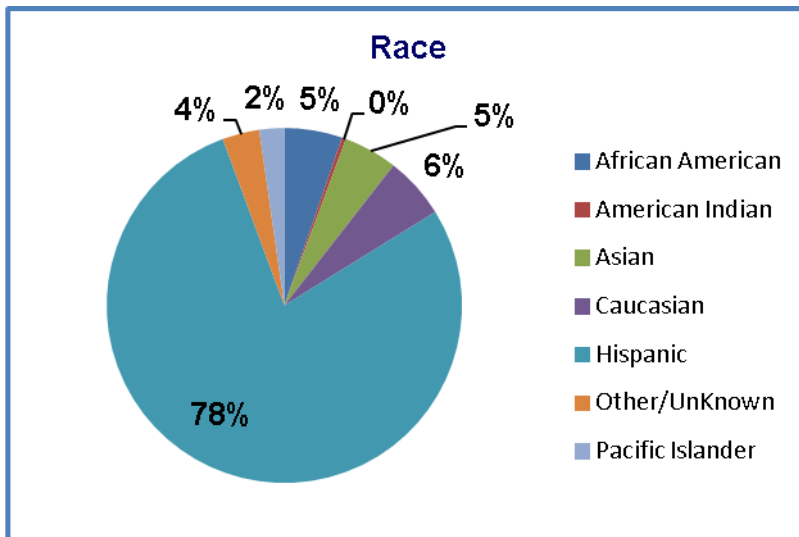
Progress of the students was measured by a pre and post program comparative analysis of the students' GPA's, Core Grades (Language Arts, Mathematics, Social Studies and Sciences), Full Day Absences, Documented Disciplinary Incidents and Life Skills Development. The data was collected from school records and Personal Development Surveys and entered into the 180 Degrees Program Electronic Data Base. In addition, daily attendance of the students in the 180 classes was recorded and entered into the data base.

The following average results were obtained during the 1st Semester by the 7 schools participating in the 180 Degrees Program.

The average attendance for the 266 students that remained in the program was **95.7%.**

GPA's available for the 262 students that remained in the program prior to training was 1.06. At the end of the 1st Semester, their average GPA improved to 2.52, representing a **137.7% increase.**

Combined GPA's +137.7%

|	Before	After
	1.06	2.52
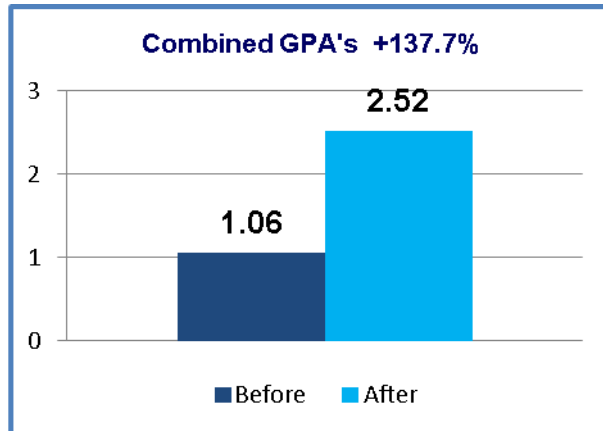
Core Grades

Of the 266 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

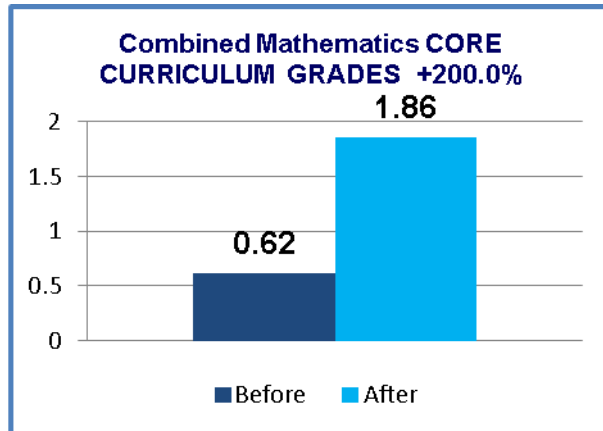Language Arts

Grades were available for the 262 of the 266 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.56 prior to the training. At the end of the 1st Semester, their average improved to 2.44, representing a **335.7% increase.**

Combined Language Arts CORE CURRICULUM GRADES +335.7%

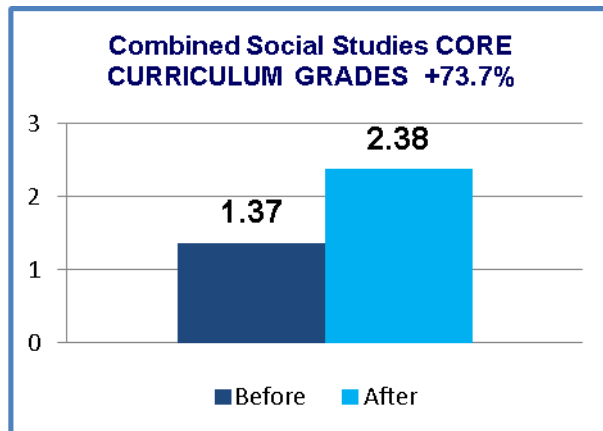|	Before	After
	0.56	2.44
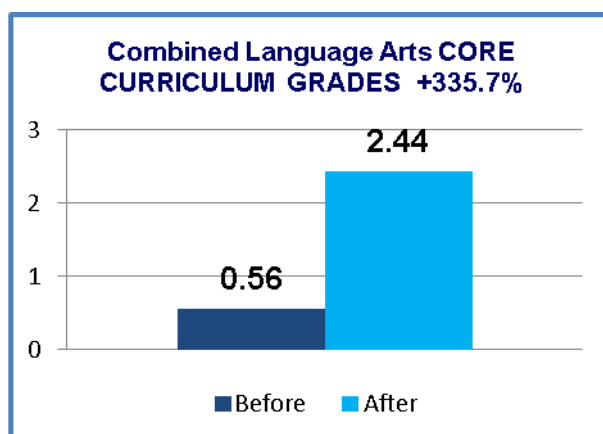
Mathematics

Grades were available for the 251 of the 266 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.62 prior to the training. At the end of the 1st Semester, their average improved to 1.86, representing a **200.0% increase.**

Combined Mathematics CORE CURRICULUM GRADES +200.0%

- Before: 0.62
- After: 1.86

Social Studies

Grades were available for the 135 of the 266 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.37 prior to the training. At the end of the 1st Semester, their average improved to 2.38, representing a **73.7% increase.**

Combined Social Studies CORE CURRICULUM GRADES +73.7%

- Before: 1.37
- After: 2.38

Sciences

Grades were available for the 253 of the 266 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.9 prior to the training. At the end of the 1st Semester, their average improved to 2.17, representing a **141.1% increase.**
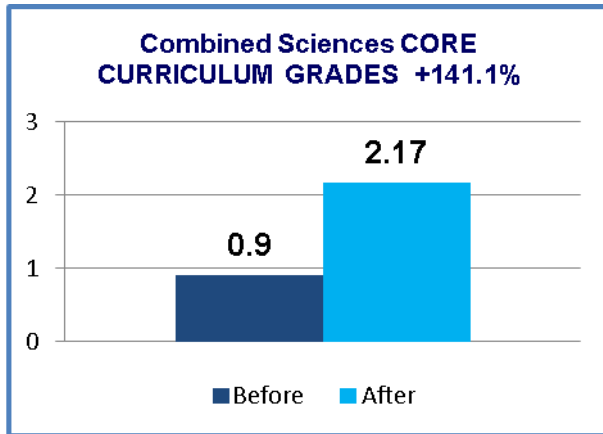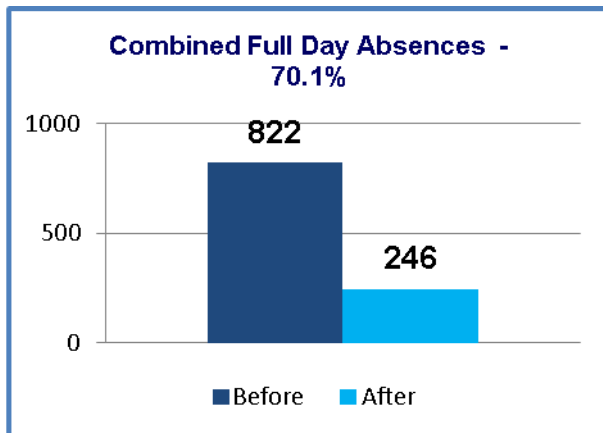
Combined Sciences CORE CURRICULUM GRADES +141.1%

0.9 — Before
2.17 — After

.

Full Day Unexcused Absences

Full day absences for 262 of the 266 students that remained in the program were 822 the semester prior to the training compared to 246 during the 1st Semester, representing a **70.1% decrease.**

Combined Full Day Absences - 70.1%

822 — Before
246 — After

Documented Disciplinary Incidents

Combined disciplinary incidents records for 262 of the 266 students in the program revealed a total of 195 the semester before the training compared to 25 during the 1st Semester, representing an **87.2% decrease.**
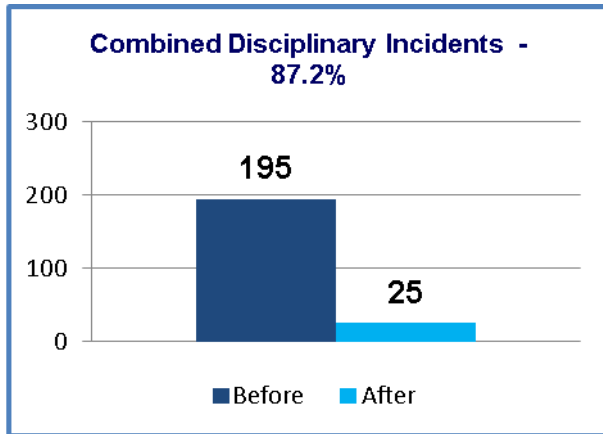
Combined Disciplinary Incidents - 87.2%

	195	25

Before ▪ After

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

Personal Development Surveys completed by students in the program rated themselves on an average of 3.06 before the training compared to 3.88 at the end of the training period, representing a **26.8% increase.**

Combined Student PERSONAL DEVELOPMENT SURVEYS +26.8%

3.06   3.88

▪ Before ▪ After
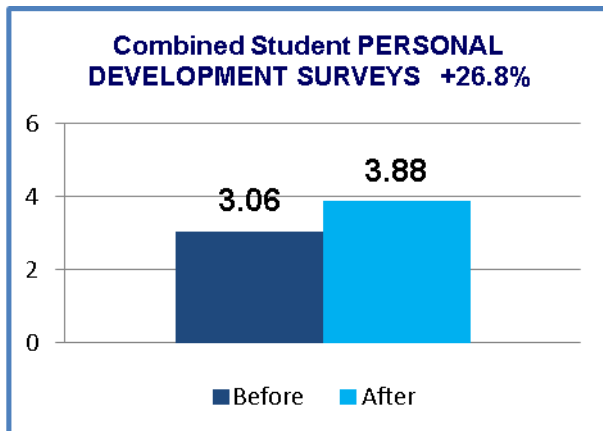
Personal Development Surveys completed by Facilitators rated the students in the program on an average of 2.51 before the training compared to 3.57 at the end of the training period, representing a **42.2% increase.**

Combined Facilitator PERSONAL DEVELOPMENT SURVEYS   +42.2%
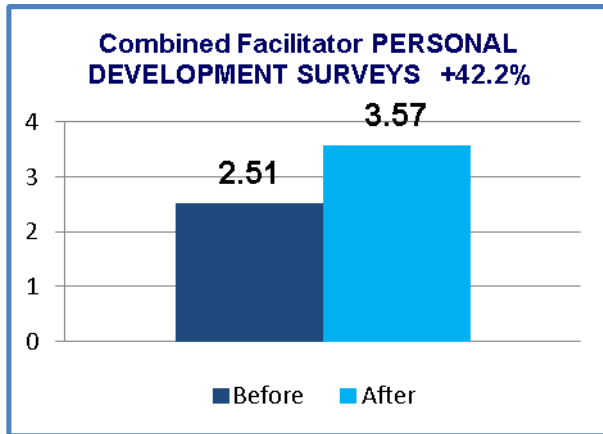
Personal Development Surveys completed by Teachers rated the students in the program on an average of 2.41 before the training compared to 3.34 at the end of the training period, representing a **38.6% increase.**

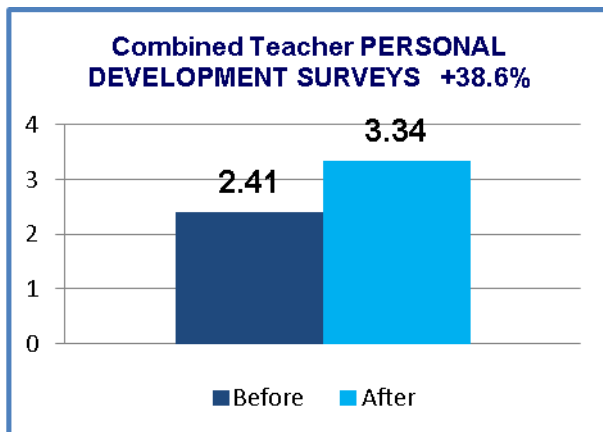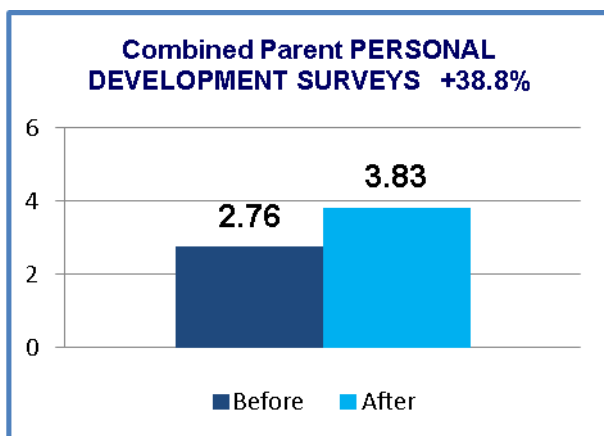**Combined Teacher PERSONAL DEVELOPMENT SURVEYS   +38.6%**

Personal Development Surveys completed by Parents rated the students in the program on an average of 2.76 before the training compared to 3.83 at the end of the training period, representing a **38.8% increase.**

Combined Parent PERSONAL DEVELOPMENT SURVEYS +38.8%

Before: 2.76 After: 3.83

<u>Andrew Hill High School in SAN JOSE, CA; facilitator, Christine Janisch [ClassID=1504]</u>

At the Andrew Hill High School, 28 students enrolled in the 180 Degrees Program and 28 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 28 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **98.9%.**

GPA's available for the 27 students that remained in the program prior to training was 0.61. At the end of the 1st Semester, their average GPA improved to 2.07, representing a **239.3% increase.**

<center>Core Grades</center>

Of the 28 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 27 of the 28 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.76 prior to the training. At the end of the 1st Semester, their average improved to 2.03, representing a **167.1% increase.**

Mathematics

Grades were available for the 26 of the 28 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.4 prior to the training. At the end of the 1st Semester, their average improved to 1.02, representing a **155.0% increase.**

Social Studies

Grades were available for the 10 of the 28 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0.18 prior to the training. At the end of the 1st Semester, their average improved to 1.92, representing a **966.7% increase.**

<u>Sciences</u>

Grades were available for the 26 of the 28 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.43 prior to the training. At the end of the 1st Semester, their average improved to 1.45, representing a **237.2% increase.**

<div align="center"><u>Full Day Unexcused Absences</u></div>

Full day absences for 27 of the 28 students that remained in the program were 84 the semester prior to the training compared to 28 during the 1st Semester, representing a **66.7% decrease.**

<div align="center"><u>Documented Disciplinary Incidents</u></div>

Combined disciplinary incidents records for 27 of the 28 students in the program revealed a total of 48 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease.**

<div align="center"><u>Personal Development Surveys</u></div>

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 2.56 before the training compared to 3.75 at the end of the training period, representing a **46.4% increase**; the facilitator rated the students in the program on an average of 1.69 before the training compared to 3.93 at the end of the training period, representing a **132.3% increase**; the teachers rated the students in the program on an average of 2.56 before the training compared to 3.94 at the end of the training period, representing a **54.3% increase**; and the parents rated the students in the program on an average of 2.6 before the training compared to 3.89 at the end of the training period, representing a **49.5% increase**.

Calero High School in SAN JOSE, CA; facilitator, Victoria Duran [ClassID=1498]

At the Calero High School, 16 students enrolled in the 180 Degrees Program and 16 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **92.4%.**

GPA's available for the 15 students that remained in the program prior to training was 2.1. At the end of the 1st Semester, their average GPA improved to 3.41, representing a **62.4% increase.**

<div align="center"><u>Core Grades</u></div>

Of the 16 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 15 of the 16 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.97 prior to the training. At the end of the 1st Semester, their average improved to 3.3, representing a **240.2% increase.**

Mathematics

Grades were available for the 13 of the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.69 prior to the training. At the end of the 1st Semester, their average improved to 2.9, representing a **71.6% increase.**

Social Studies

Grades were available for the 15 of the 16 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.2 prior to the training. At the end of the 1st Semester, their average improved to 3.07, representing a **39.5% increase.**

Sciences

Grades were available for the 13 of the 16 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.1 prior to the training. At the end of the 1st Semester, their average improved to 3.81, representing an **81.4% increase.**

Full Day Unexcused Absences

Full day absences for 15 of the 16 students that remained in the program were 3 the semester prior to the training compared to 10 during the 1st Semester, representing a **233.3% increase.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 15 of the 16 students in the program revealed a total of 5 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.51 before the training compared to 3.89 at the end of the training period, representing a **10.8% increase**; the facilitator rated the students in the program on an average of 3.54 before the training compared to 4.22 at the end of the training period, representing a **19.3% increase**; the teachers rated the students in the program on an average of 3.39 before the training compared to 3.87 at the end of the training period, representing a **14.2% increase**; and the parents rated the students in the program on an average of 3.09 before the training compared to 4.21 at the end of the training period, representing a **36.2% increase**.

Calero High School in SAN JOSE, CA; facilitator, Javad Aryan [ClassID=1499]

At the Calero High School, 18 students enrolled in the 180 Degrees Program and 18 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 18 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **97.0%.**

GPA's available for the 17 students that remained in the program prior to training was 0.8. At the end of the 1st Semester, their average GPA improved to 2.43, representing a **203.8% increase.**

<u>Core Grades</u>

Of the 18 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

<u>Language Arts</u>

Grades were available for the 17 of the 18 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.51 prior to the training. At the end of the 1st Semester, their average improved to 2.15, representing a **321.6% increase.**

<u>Mathematics</u>

Grades were available for the 17 of the 18 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.26 prior to the training. At the end of the 1st Semester, their average improved to 1.91, representing a **634.6% increase.**

<u>Sciences</u>

Grades were available for the 17 of the 18 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.81 prior to the training. At the end of the 1st Semester, their average improved to 2.07, representing a **155.6% increase.**

<u>Full Day Unexcused Absences</u>

Full day absences for 17 of the 18 students that remained in the program were 38 the semester prior to the training compared to 2 during the 1st Semester, representing a **94.7% decrease.**

<u>Documented Disciplinary Incidents</u>

Combined disciplinary incidents records for 17 of the 18 students in the program revealed a total of 5 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease.**

<u>Personal Development Surveys</u>

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 2.75 before the training compared to 3.44 at the end of the training period, representing a **25.3% increase**; the facilitator rated the students in the program on an average of 3.84 before the training compared to 4.33 at the end of the training period, representing a **12.9% increase**; the teachers rated the students in the program on an average of 2.22 before the training compared to 3.06 at the end of the training period, representing a **37.5% increase**; and the parents rated the students in the program on an average of 2.56 before the training compared to 3.43 at the end of the training period, representing a **33.7% increase**.

Calero High School in SAN JOSE, CA; facilitator, Stephanie Garcia [ClassID=1502]

At the Calero High School, 12 students enrolled in the 180 Degrees Program and 12 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 12 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **93.0%.**

GPA's available for the 11 students that remained in the program prior to training was 1.28. At the end of the 1st Semester, their average GPA improved to 3.19, representing a **149.2% increase.**

<div align="center">Core Grades</div>

Of the 12 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 11 of the 12 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.82 prior to the training. At the end of the 1st Semester, their average improved to 2.75, representing a **235.4% increase.**

Mathematics

Grades were available for the 9 of the 12 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.89 prior to the training. At the end of the 1st Semester, their average improved to 2.42, representing a **171.9% increase.**

Social Studies

Grades were available for the 11 of the 12 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.02 prior to the training. At the end of the 1st Semester, their average improved to 2.59, representing a **153.9% increase.**

Sciences

Grades were available for the 11 of the 12 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.34 prior to the training. At the end of the 1st Semester, their average improved to 3.16, representing a **135.8% increase.**

Full Day Unexcused Absences

Full day absences for 11 of the 12 students that remained in the program were 17 the semester prior to the training compared to 9 during the 1st Semester, representing a **47.1% decrease.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 11 of the 12 students in the program revealed a total of 0 the semester before the training compared to 0 during the 1st Semester, representing a **0.0% change.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.22 before the training compared to 4.25 at the end of the training period, representing a **32.1% increase**; the facilitator rated the students in the program on an average of 2.83 before the training compared to 3.89 at the end of the training period, representing a **37.4% increase**; the teachers rated the students in the program on an average of 2.68 before the training compared to 3.09 at the end of the training period, representing a **15.3% increase**; and the parents rated the students in the program on an average of 2.76 before the training compared to 4.44 at the end of the training period, representing a **60.5% increase**.

Calero High School in SAN JOSE, CA; facilitator, Kathleen Leal [ClassID=1505]

At the Calero High School, 12 students enrolled in the 180 Degrees Program and 12 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 12 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **95.0%.**

GPA's available for the 12 students that remained in the program prior to training was 2.02. At the end of the 1st Semester, their average GPA improved to 3.26, representing a **61.4% increase.**

Core Grades

Of the 12 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 12 students that remained in the Language Arts program, revealing an average starting baseline GPA of 1.04 prior to the training. At the end of the 1st Semester, their average improved to 3.23, representing a **210.6% increase.**

Mathematics

Grades were available for the 9 of the 12 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.44 prior to the training. At the end of the 1st Semester, their average improved to 2.5, representing a **73.6% increase.**

Social Studies

Grades were available for the 12 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.46 prior to the training. At the end of the 1st Semester, their average improved to 2.56, representing a **4.1% increase.**

Sciences

Grades were available for the 12 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.98 prior to the training. At the end of the 1st Semester, their average improved to 3.69, representing an **86.4% increase.**

Full Day Unexcused Absences

Full day absences for 12 students that remained in the program were 12 the semester prior to the training compared to 11 during the 1st Semester, representing an **8.3% decrease.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 12 students in the program revealed a total of 2 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.9 before the training compared to 4.15 at the end of the training period, representing a **6.4% increase**; the facilitator rated the students in the program on an average of 2.74 before the training compared to 3.89 at the end of the training period, representing a **41.9% increase**; the teachers rated the students in the program on an average of 2.78 before the training compared to 3.18 at the end of the training period, representing a **14.4% increase**; and the parents rated the students in the program on an average of 3.41 before the training compared to 4.53 at the end of the training period, representing a **33% increase**.

Calero High School in SAN JOSE, CA; facilitator, Gary Liu [ClassID=1506]

At the Calero High School, 17 students enrolled in the 180 Degrees Program and 17 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 17 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **94.6%.**

GPA's available for the 17 students that remained in the program prior to training was 1.03. At the end of the 1st Semester, their average GPA improved to 2.84, representing a **175.7% increase.**

Core Grades

Of the 17 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 17 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.51 prior to the training. At the end of the 1st Semester, their average improved to 2.84, representing a **456.9% increase.**

Mathematics

Grades were available for the 17 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.62 prior to the training. At the end of the 1st Semester, their average improved to 2.5, representing a **303.2% increase.**

Social Studies

Grades were available for the 1 of the 17 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0 prior to the training. At the end of the 1st Semester, their average improved to 0.75, representing a **100.0% increase.**

Sciences

Grades were available for the 17 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.66 prior to the training. At the end of the 1st Semester, their average improved to 2.71, representing a **310.6% increase.**

Full Day Unexcused Absences

Full day absences for 17 students that remained in the program were 25 the semester prior to the training compared to 8 during the 1st Semester, representing a **68.0% decrease.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 17 students in the program revealed a total of 10 the semester before the training compared to 1 during the 1st Semester, representing a **90.0% decrease.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3)

Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.54 before the training compared to 3.96 at the end of the training period, representing a **12.1% increase**; the facilitator rated the students in the program on an average of 2.17 before the training compared to 2.97 at the end of the training period, representing a **36.9% increase**; the teachers rated the students in the program on an average of 2.46 before the training compared to 3.11 at the end of the training period, representing a **26.3% increase**; and the parents rated the students in the program on an average of 3.07 before the training compared to 3.81 at the end of the training period, representing a **23.9% increase**.

Calero High School in SAN JOSE, CA; facilitator, Ashley Redhill [ClassID=1511]

At the Calero High School, 19 students enrolled in the 180 Degrees Program and 19 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 19 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **93.8%.**

GPA's available for the 19 students that remained in the program prior to training was 2.07. At the end of the 1st Semester, their average GPA improved to 3.5, representing a **69.1% increase.**

<p align="center">Core Grades</p>

Of the 19 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 19 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.93 prior to the training. At the end of the 1st Semester, their average improved to 4.17, representing a **348.4% increase.**

Mathematics

Grades were available for the 18 of the 19 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.33 prior to the training. At the end of the 1st Semester, their average improved to 2.62, representing a **97.0% increase.**

Social Studies

Grades were available for the 17 of the 19 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.68 prior to the training. At the end of the 1st Semester, their average improved to 3.19, representing a **19.0% increase.**

Sciences

Grades were available for the 18 of the 19 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.1 prior to the training. At the end of the 1st Semester, their average improved to 3.86, representing an **83.8% increase.**

Full Day Unexcused Absences

Full day absences for 19 students that remained in the program were 6 the semester prior to the training compared to 17 during the 1st Semester, representing a **183.3% increase.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 19 students in the program revealed a total of 4 the semester before the training compared to 2 during the 1st Semester, representing a **50.0% decrease.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.69 before the training compared to 4.33 at the end of the training period, representing a **17.2% increase**; the facilitator rated the students in the program on an average of 3.52 before the training compared to 4.37 at the end of the training period, representing a **24.3% increase**; the teachers rated the students in the program on an average of 2.2 before the training compared to 3.12 at the end of the training period, representing a **41.9% increase**; and the parents rated the students in the program on an average of 2.92 before the training compared to 3.88 at the end of the training period, representing a **32.7% increase**.

Calero High School in SAN JOSE, CA; facilitator, Adele Sagun-Persicone [ClassID=1512]

At the Calero High School, 15 students enrolled in the 180 Degrees Program and 15 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 15 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **94.0%.**

GPA's available for the 15 students that remained in the program prior to training was 0.66. At the end of the 1st Semester, their average GPA improved to 2.25, representing a **240.9% increase.**

Core Grades

Of the 15 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 15 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.32 prior to the training. At the end of the 1st Semester, their average improved to 2.35, representing a **634.4% increase.**

Mathematics

Grades were available for the 15 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0 prior to the training. At the end of the 1st Semester, their average improved to 1.65, representing a **100.0% increase.**

Sciences

Grades were available for the 14 of the 15 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.34 prior to the training. At the end of the 1st Semester, their average improved to 1.79, representing a **426.5% increase.**

Full Day Unexcused Absences

Full day absences for 15 students that remained in the program were 67 the semester prior to the training compared to 18 during the 1st Semester, representing a **73.1% decrease.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 15 students in the program revealed a total of 4 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 2.22 before the training compared to 3.62 at the end of the training period, representing a **63.4% increase**; the facilitator rated the students in the program on an average of 1.41 before the training compared to 2.38 at the end of the training period, representing a **69.2% increase**; the teachers rated the students in the program on an average of 1.96 before the training compared to 2.8 at the end of the training period, representing a **43.1% increase**; and the parents rated the students in the program on an average of 2.42 before the training compared to 3.55 at the end of the training period, representing a **46.6% increase**.

Calero High School in SAN JOSE, CA; facilitator, Joe VanSambeek [ClassID=1515]

At the Calero High School, 24 students enrolled in the 180 Degrees Program and 24 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 24 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **93.5%.**

GPA's available for the 24 students that remained in the program prior to training was 1.08. At the end of the 1st Semester, their average GPA improved to 3.06, representing a **183.3% increase.**

<u>Core Grades</u>

Of the 24 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

<u>Language Arts</u>

Grades were available for the 24 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.46 prior to the training. At the end of the 1st Semester, their average improved to 3.67, representing a **697.8% increase.**

<u>Mathematics</u>

Grades were available for the 24 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.47 prior to the training. At the end of the 1st Semester, their average improved to 2.82, representing a **500.0% increase.**

<u>Social Studies</u>

Grades were available for the 24 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.39 prior to the training. At the end of the 1st Semester, their average improved to 2.67, representing a **92.1% increase.**

<u>Sciences</u>

Grades were available for the 24 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.1 prior to the training. At the end of the 1st Semester, their average improved to 2.95, representing a **168.2% increase.**

<u>Full Day Unexcused Absences</u>

Full day absences for 24 students that remained in the program were 25 the semester prior to the training compared to 19 during the 1st Semester, representing a **24.0% decrease.**

<u>Documented Disciplinary Incidents</u>

Combined disciplinary incidents records for 24 students in the program revealed a total of 11 the semester before the training compared to 2 during the 1st Semester, representing an **81.8% decrease.**

<u>Personal Development Surveys</u>

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.17 before the training compared to 4 at the end of the training period, representing a **26% increase**; the facilitator rated the students in the program on an average of 2.68 before the training compared to 3.32 at the end of the training period, representing a **24.1% increase**; the teachers rated the students in

the program on an average of 2.25 before the training compared to 3.35 at the end of the training period, representing a **48.7% increase**; and the parents rated the students in the program on an average of 2.96 before the training compared to 4.03 at the end of the training period, representing a **36.3% increase**.

Calero High School in SAN JOSE, CA; facilitator, Sue Tatro [ClassID=1564]

At the Calero High School, 21 students enrolled in the 180 Degrees Program and 21 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 21 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **97.9%.**

GPA's available for the 21 students that remained in the program prior to training was 1.12. At the end of the 1st Semester, their average GPA improved to 3.11, representing a **177.7% increase.**

<div align="center">Core Grades</div>

Of the 21 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 21 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.21 prior to the training. At the end of the 1st Semester, their average improved to 3.94, representing a **1,776.2% increase.**

Mathematics

Grades were available for the 21 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.51 prior to the training. At the end of the 1st Semester, their average improved to 2.71, representing a **431.4% increase.**

Social Studies

Grades were available for the 21 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.32 prior to the training. At the end of the 1st Semester, their average improved to 2.49, representing an **88.6% increase.**

Sciences

Grades were available for the 21 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.99 prior to the training. At the end of the 1st Semester, their average improved to 2.61, representing a **163.6% increase.**

<div align="center">Full Day Unexcused Absences</div>

Full day absences for 21 students that remained in the program were 60 the semester prior to the training compared to 10 during the 1st Semester, representing an **83.3% decrease.**

<u>Documented Disciplinary Incidents</u>

Combined disciplinary incidents records for 21 students in the program revealed a total of 6 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease.**

<u>Personal Development Surveys</u>

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.56 before the training compared to 4.09 at the end of the training period, representing a **14.9% increase**; the facilitator rated the students in the program on an average of 2.65 before the training compared to 3.84 at the end of the training period, representing a **44.9% increase**; the teachers rated the students in the program on an average of 2.19 before the training compared to 3.29 at the end of the training period, representing a **50.2% increase**; and the parents rated the students in the program on an average of 3.07 before the training compared to 4.09 at the end of the training period, representing a **33% increase**.

Independence High School in SAN JOSE, CA; facilitator, Pam Melvin [ClassID=1507]

At the Independence High School, 18 students enrolled in the 180 Degrees Program and 18 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 18 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **98.3%.**

GPA's available for the 18 students that remained in the program prior to training was 0.61. At the end of the 1st Semester, their average GPA improved to 0.92, representing a **50.8% increase.**

<u>Core Grades</u>

Of the 18 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

<u>Language Arts</u>

Grades were available for the 18 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.71 prior to the training. At the end of the 1st Semester, their average reduced to 0.54, representing a **23.9% decrease.**

<u>Mathematics</u>

Grades were available for the 18 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.58 prior to the training. At the end of the 1st Semester, their average improved to 1.03, representing a **77.6% increase.**

<u>Sciences</u>

Grades were available for the 16 of the 18 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.34 prior to the training. At the end of the 1st Semester, their average improved to 0.72, representing a **111.8% increase.**

<div align="center"><u>Full Day Unexcused Absences</u></div>

Full day absences for 18 students that remained in the program were 85 the semester prior to the training compared to 62 during the 1st Semester, representing a **27.1% decrease.**

<div align="center"><u>Documented Disciplinary Incidents</u></div>

Combined disciplinary incidents records for 18 students in the program revealed a total of 19 the semester before the training compared to 11 during the 1st Semester, representing a **42.1% decrease.**

<div align="center"><u>Personal Development Surveys</u></div>

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 2.73 before the training compared to 3.38 at the end of the training period, representing a **23.7% increase**; the facilitator rated the students in the program on an average of 1.94 before the training compared to 2.6 at the end of the training period, representing a **34.1% increase**; the teachers rated the students in the program on an average of 2.74 before the training compared to 2.81 at the end of the training period, representing a **2.7% increase**; and the parents rated the students in the program on an average of 2.39 before the training compared to 3.18 at the end of the training period, representing a **33% increase**.

<u>Oak Grove High School in SAN JOSE, CA; facilitator, Ed Buller [ClassID=1500]</u>

At the Oak Grove High School, 18 students enrolled in the 180 Degrees Program and 18 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 18 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **94.4%.**

GPA's available for the 18 students that remained in the program prior to training was 0.48. At the end of the 1st Semester, their average GPA improved to 1.82, representing a **279.2% increase.**

<div align="center"><u>Core Grades</u></div>

Of the 18 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 18 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.26 prior to the training. At the end of the 1st Semester, their average improved to 0.94, representing a **261.5% increase.**

Mathematics

Grades were available for the 17 of the 18 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.31 prior to the training. At the end of the 1st Semester, their average improved to 0.75, representing a **141.9% increase.**

Social Studies

Grades were available for the 2 of the 18 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1 prior to the training. At the end of the 1st Semester, their average improved to 1.38, representing a **38.0% increase.**

Sciences

Grades were available for the 18 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.71 prior to the training. At the end of the 1st Semester, their average improved to 1.61, representing a **126.8% increase.**

Full Day Unexcused Absences

Full day absences for 18 students that remained in the program were 142 the semester prior to the training compared to 8 during the 1st Semester, representing a **94.4% decrease.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 18 students in the program revealed a total of 14 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.47 before the training compared to 3.73 at the end of the training period, representing a **7.5% increase**; the facilitator rated the students in the program on an average of 2.91 before the training compared to 3.42 at the end of the training period, representing a **17.6% increase**; the teachers rated the students in the program on an average of 3.01 before the training compared to 3.46 at the end of the training period, representing a **15.2% increase**; and the parents rated the students in the program on an average of 3.04 before the training compared to 3.58 at the end of the training period, representing a **17.6% increase**.

Piedmont Hills High School in SAN JOSE, CA; facilitator, Ken Jackson [ClassID=1516]

At the Piedmont Hills High School, 14 students enrolled in the 180 Degrees Program and 14 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 14 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **96.4%.**

GPA's available for the 14 students that remained in the program prior to training was 1.09. At the end of the 1st Semester, their average GPA improved to 2.41, representing a **121.1% increase.**

<div align="center">Core Grades</div>

Of the 14 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 14 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.12 prior to the training. At the end of the 1st Semester, their average improved to 1.55, representing a **1,191.7% increase.**

Mathematics

Grades were available for the 14 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0 prior to the training. At the end of the 1st Semester, their average improved to 1.7, representing a **100.0% increase.**

Sciences

Grades were available for the 14 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.36 prior to the training. At the end of the 1st Semester, their average improved to 1.75, representing a **386.1% increase.**

<div align="center">Full Day Unexcused Absences</div>

Full day absences for 14 students that remained in the program were 7 the semester prior to the training compared to 19 during the 1st Semester, representing a **171.4% increase.**

<div align="center">Documented Disciplinary Incidents</div>

Combined disciplinary incidents records for 14 students in the program revealed a total of 4 the semester before the training compared to 2 during the 1st Semester, representing a **50.0% decrease.**

<div align="center">Personal Development Surveys</div>

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 2.89 before the training compared to 3.96 at the end of the training period, representing a **37.1% increase**; the facilitator rated the students in the program on an average of 3.08 before the training compared to 3.71 at the end of the training period, representing a **20.6% increase**; the teachers rated the students in the program on an average of 2.68 before the training compared to 3.55 at the end of the training period, representing a **32.5% increase**; and the parents rated the students in the program on an average of 2.55 before the training compared to 3.68 at the end of the training period, representing a **44.1% increase**.

Silver Creek High School in SAN JOSE, CA; facilitator, William Henninger [ClassID=1503]

At the Silver Creek High School, 13 students enrolled in the 180 Degrees Program and 13 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 13 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **93.0%.**

GPA's available for the 13 students that remained in the program prior to training was 0.69. At the end of the 1st Semester, their average GPA improved to 1.52, representing a **120.3% increase.**

<div align="center">Core Grades</div>

Of the 13 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

Language Arts

Grades were available for the 13 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.29 prior to the training. At the end of the 1st Semester, their average improved to 0.69, representing a **137.9% increase.**

Mathematics

Grades were available for the 12 of the 13 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.21 prior to the training. At the end of the 1st Semester, their average improved to 0.38, representing an **81.0% increase.**

Social Studies

Grades were available for the 1 of the 13 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0 prior to the training. At the end of the 1st Semester, their average improved to 1.75, representing a **100.0% increase.**

Sciences

Grades were available for the 11 of the 13 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.23 prior to the training. At the end of the 1st Semester, their average improved to 0.75, representing a **226.1% increase.**

<u>Full Day Unexcused Absences</u>

Full day absences for 13 students that remained in the program were 39 the semester prior to the training compared to 4 during the 1st Semester, representing an **89.7% decrease.**

<u>Documented Disciplinary Incidents</u>

Combined disciplinary incidents records for 13 students in the program revealed a total of 18 the semester before the training compared to 1 during the 1st Semester, representing a **94.4% decrease.**

<u>Personal Development Surveys</u>

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 3.05 before the training compared to 3.85 at the end of the training period, representing a **25.9% increase**; the facilitator rated the students in the program on an average of 2.02 before the training compared to 3.25 at the end of the training period, representing a **60.5% increase**; the teachers rated the students in the program on an average of 2.56 before the training compared to 3.4 at the end of the training period, representing a **32.6% increase**; and the parents rated the students in the program on an average of 3.04 before the training compared to 3.87 at the end of the training period, representing a **27.3% increase**.

<u>Yerba Buena High School in SAN JOSE, CA; facilitator, Charles Fowler [ClassID=1501]</u>

At the Yerba Buena High School, 21 students enrolled in the 180 Degrees Program and 21 remained active in the program at the end of the 1st Semester of the 2014-2015 school year.

The average attendance for the 21 students that remained in the program at the end of the 1st Semester of the 2014-2015 school year was **98.7%.**

GPA's available for the 21 students that remained in the program prior to training was 0.82. At the end of the 1st Semester, their average GPA improved to 2.25, representing a **174.4% increase.**

<u>Core Grades</u>

Of the 21 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

<u>Language Arts</u>

Grades were available for the 21 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.62 prior to the training. At the end of the 1st Semester, their average improved to 1.79, representing a **188.7% increase.**

Mathematics

Grades were available for the 21 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.06 prior to the training. At the end of the 1st Semester, their average improved to 1.33, representing a **25.5% increase.**

Social Studies

Grades were available for the 21 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0.04 prior to the training. At the end of the 1st Semester, their average improved to 1.02, representing a **2,450.0% increase.**

Sciences

Grades were available for the 21 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.5 prior to the training. At the end of the 1st Semester, their average reduced to 0.45, representing a **10.0% decrease.**

Full Day Unexcused Absences

Full day absences for 21 students that remained in the program were 212 the semester prior to the training compared to 21 during the 1st Semester, representing a **90.1% decrease.**

Documented Disciplinary Incidents

Combined disciplinary incidents records for 21 students in the program revealed a total of 45 the semester before the training compared to 6 during the 1st Semester, representing an **86.7% decrease.**

Personal Development Surveys

Personal Development Surveys rating the students' progress (1-poor, 2 fair, 3 good, 4 excellent, 5 superior)were to be completed by the students, facilitator, teachers and parents, rating the students in the following areas from before to after the training: (1) Attitude, (2) Motivation, (3) Achieving Goals, (4) Organizational Skills, (5) Self Control, (6) Decision Making, (7) Communication Skills, (8) Team Work, (9) Leadership Skills, (10) Citizenship.

The students in the program rated themselves on an average of 2.1 before the training compared to 3.9 at the end of the training period, representing an **86.1% increase**; the facilitator rated the students in the program on an average of 1.35 before the training compared to 3.42 at the end of the training period, representing a **152.3% increase**; the teachers rated the students in the program on an average of 1.33 before the training compared to 3.42 at the end of the training period, representing a **156.4% increase**; and the parents rated the students in the program on an average of 1.71 before the training compared to 3.27 at the end of the training period, representing a **91.1% increase**.