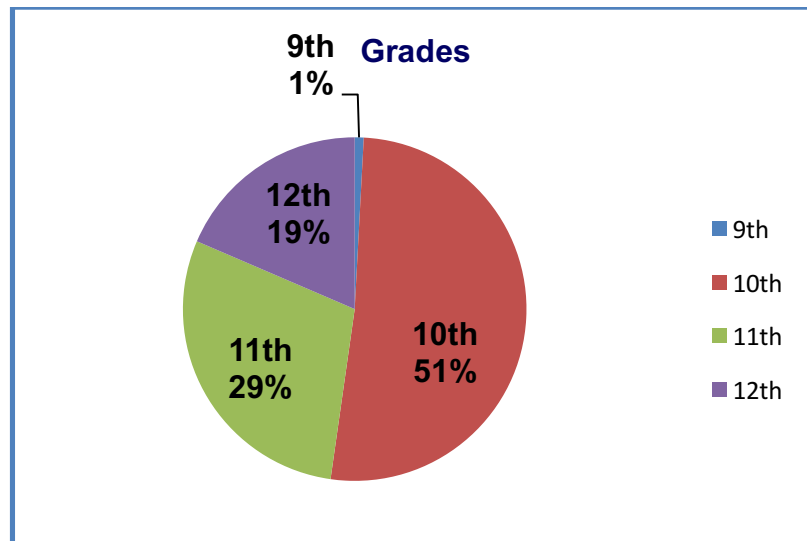


**Executive Summary
East Side Union High School District
1st Semester 2018-2019 School - Year**

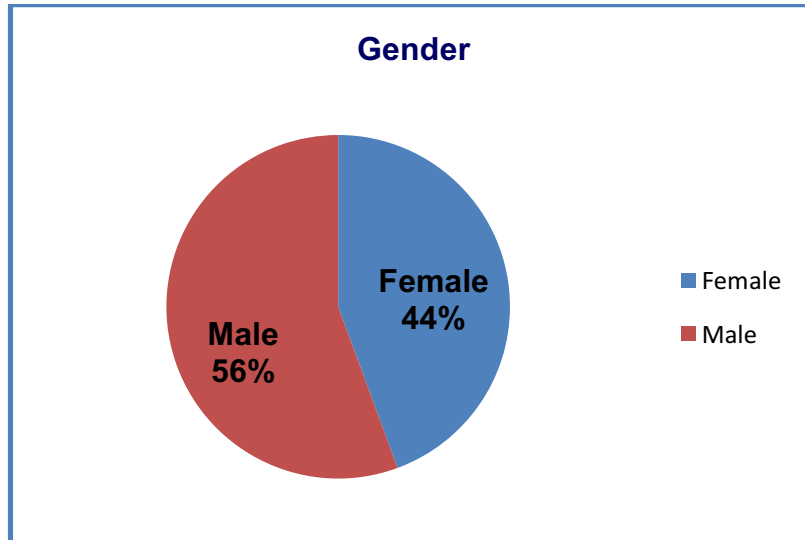
This summary details the statistical results of the 180 Degrees Program that ended during the 1st Semester of the 2018-2019 school year at the following 5 schools in the East Side Union High School District, San Jose, CA.

Andrew Hill High School, 3 classes with 60 students
Calero High School, 11 classes with 196 students
James Lick High School, 3 classes with 44 students
Santa Theresa High School, 1 class with 16 students
Silver Creek High School, 3 classes with 40 students

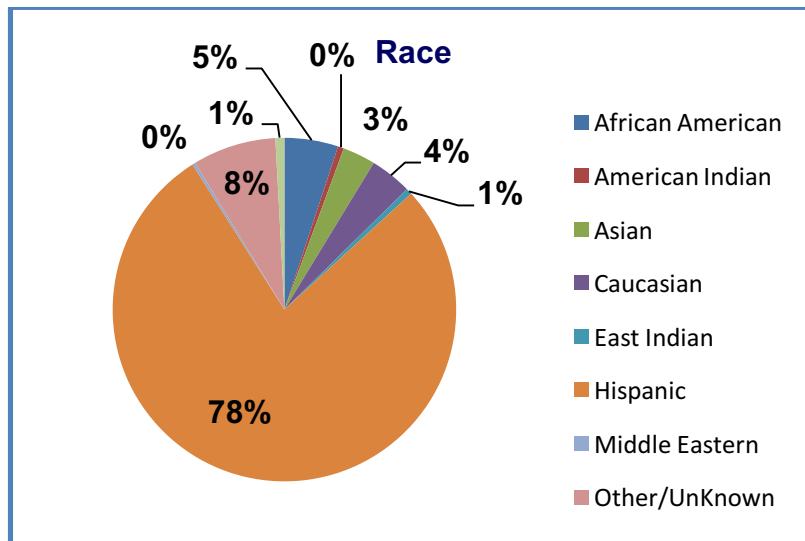
The project commenced with the beginning of the 1st Semester, approximately August 13, 2018. The 1st Semester ended approximately January 12, 2018. A total of 356 students enrolled in the project at 5 schools: 3 - 9th grade students, 183 - 10th grade students, 104 - 11th grade students and 66 - 12th grade students.



The demographic make-up of the students enrolled in the 180 Degrees Program classes at the 5 participating schools the 1st Semester of the 2018-2019 school year was as follows:



Students gender and ethnicity consisted of 158 Female (44.4%); 198 Male (55.6%); 18 African American (5.1%); 2 American Indian (0.6%); 11 Asian (3.1%); 14 Caucasian (3.9%); 2 East Indian (0.6%); 277 Hispanic (77.8%); 1 Middle Eastern (0.3%); 3 Pacific Islander (0.8%); 28 other/unknown (7.9%).

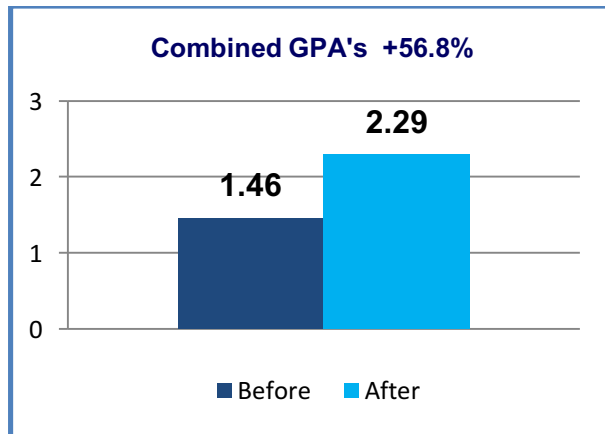


Progress of the students was measured by a pre and post program comparative analysis of the students' GPA's, Core Grades (Language Arts, Mathematics, Social Studies and Sciences), Full Day Absences, Documented Disciplinary Incidents and Life Skills Development. The data was collected from school records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

The following average results were obtained during the 1st Semester by the 5 schools participating in the 180 Degrees Program:

The average attendance for the 356 students that remained in the program was **93.7%**.

GPA's available for the 356 students that remained in the program prior to training was 1.46. At the end of the 1st Semester, their average GPA improved to 2.29, representing a **56.8% increase**.

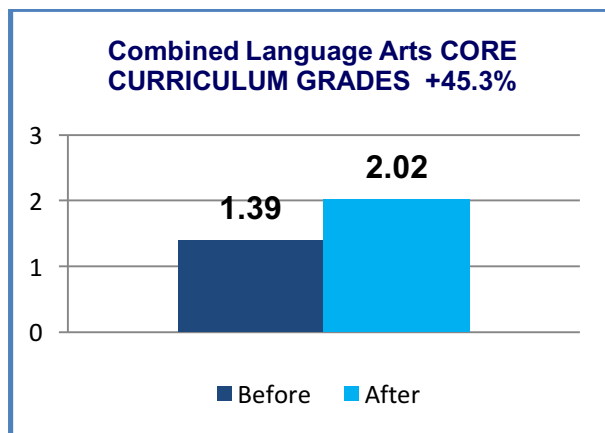


Core Grades

Of the 356 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

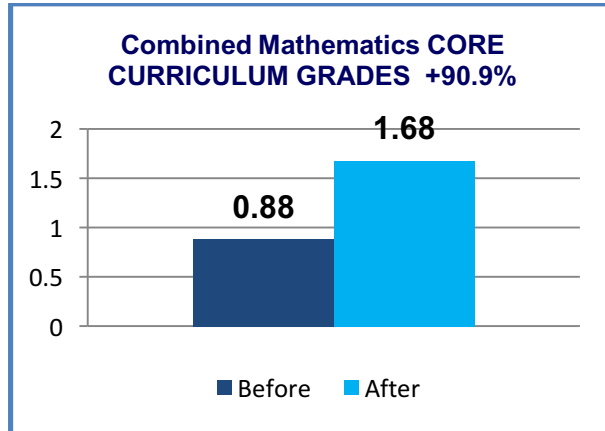
Language Arts

Grades were available for 355 of the 356 students that remained in the Language Arts 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 2.02, representing a **45.3% increase**.



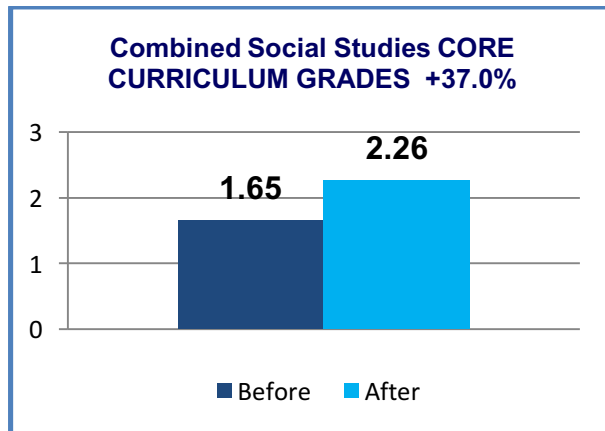
Mathematics

Grades were available for 328 of the 356 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.88 prior to the training. At the end of the 1st Semester, their average improved to 1.68, representing a **90.9% increase**.



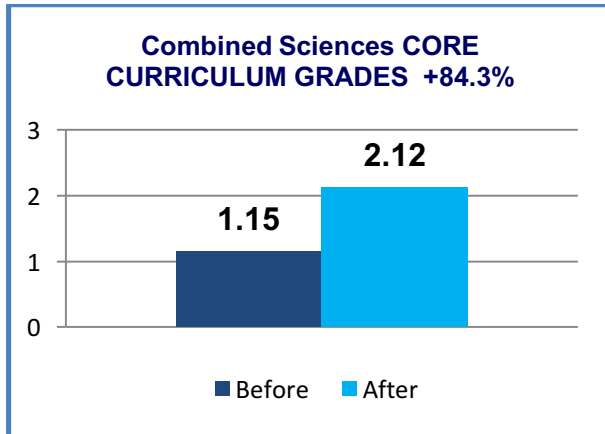
Social Studies

Grades were available for 211 of the 356 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.65 prior to the training. At the end of the 1st Semester, their average improved to 2.26, representing a **37.0% increase**.



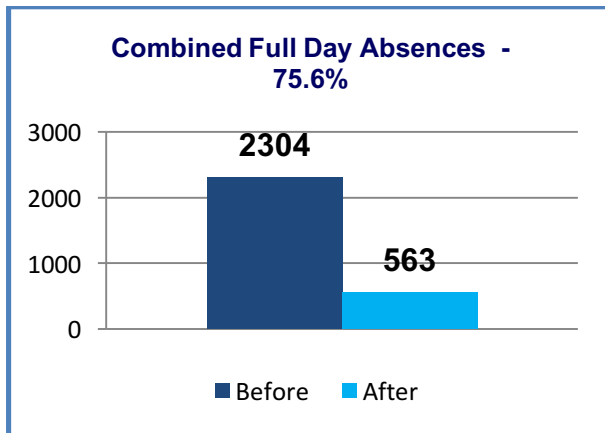
Sciences

Grades were available for 296 of the 356 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.15 prior to the training. At the end of the 1st Semester, their average improved to 2.12, representing an **84.3% increase**.



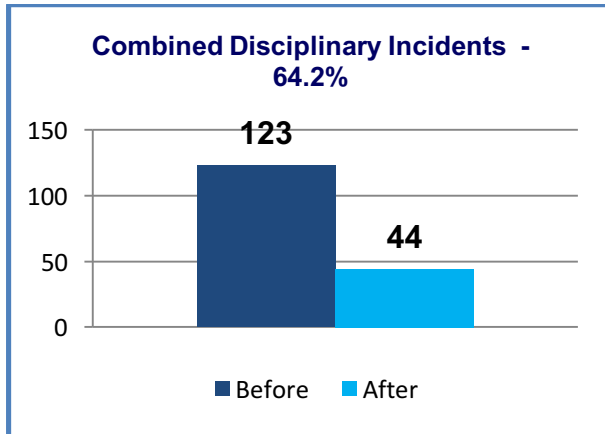
Full Day Unexcused Absences

Full day absences for 356 students that remained in the program were 2304 the semester prior to the training compared to 563 during the 1st Semester, representing a **75.6% decrease**.



Documented Disciplinary Incidents

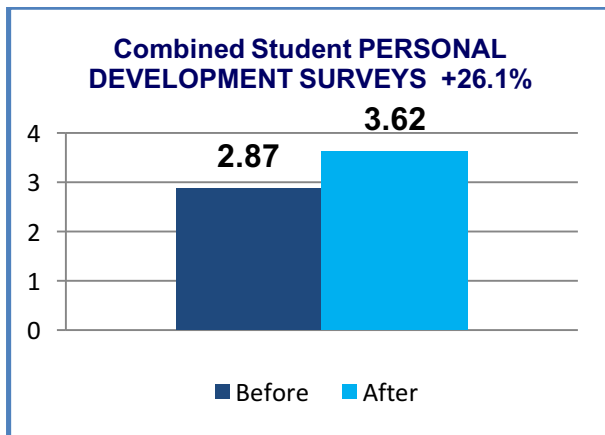
Combined disciplinary incidents records for 356 students in the program revealed a total of 123 the semester before the training compared to 44 during the 1st Semester, representing a **64.2% decrease**.



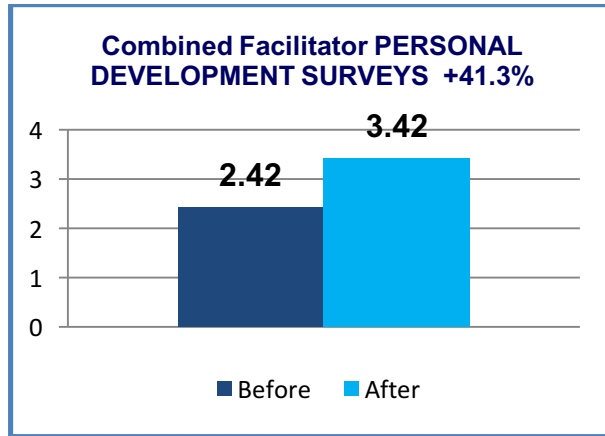
Personal Development Surveys

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.

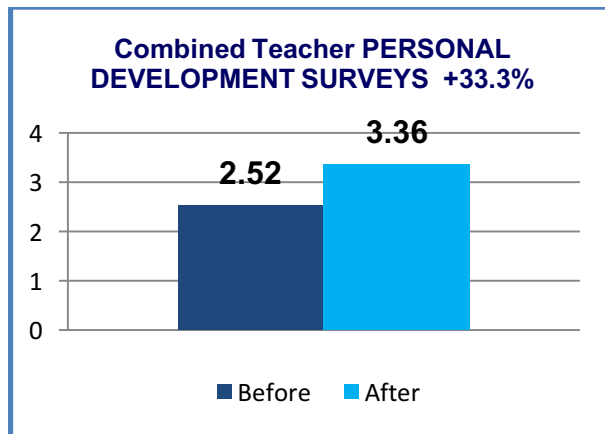
Personal Development Surveys completed by students in the program rated themselves on an average of 2.87 before the training compared to 3.62 at the end of the training period, representing a **26.1% increase**.



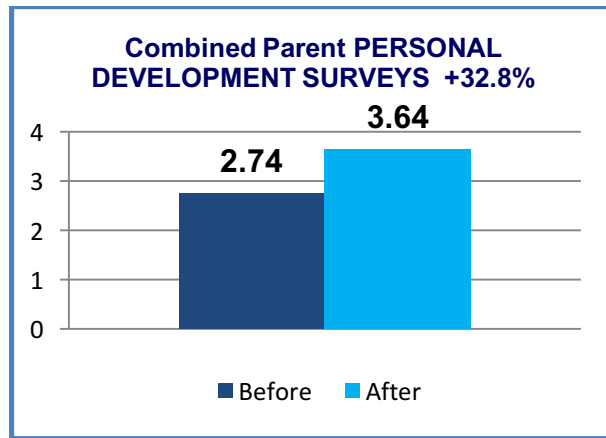
Personal Development Surveys completed by Facilitators rated the students in the program on an average of 2.42 before the training compared to 3.42 at the end of the training period, representing a **41.3% increase**.



Personal Development Surveys completed by Teachers rated the students in the program on an average of 2.52 before the training compared to 3.36 at the end of the training period, representing a **33.3% increase**.



Personal Development Surveys completed by Parents rated the students in the program on an average of 2.74 before the training compared to 3.64 at the end of the training period, representing a **32.8% increase**.



Andrew Hill High School in SAN JOSE, CA; facilitator, Matthew Andrade [ClassID=2099]

At Andrew Hill 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 2018-2019 school year.

The average attendance for the 15 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **92.3%**.

GPA's available for the 15 students that remained in the program prior to training was 0.85. At the end of the 1st Semester, their average GPA improved to 1.14, representing a **34.1% 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 0.48 prior to the training. At the end of the 1st Semester, their average improved to 0.62, representing a **29.2% increase**.

Mathematics

Grades were available for the 14 of the 15 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.59 prior to the training. At the end of the 1st Semester, their average reduced to 0.48, representing an **18.6% decrease**.

Social Studies

Grades were available for 3 of the 15 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0.58 prior to the training. At the end of the 1st Semester, their average remained at 0.58, representing a **0.0% change**.

Sciences

Grades were available for 13 of the 15 students that remained in the Sciences 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 0.69, representing a **122.6% increase**.

Full Day Unexcused Absences

Full day absences for 15 students that remained in the program were 245 the semester prior to the training compared to 33 during the 1st Semester, representing an **86.5% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 15 students in the program revealed a total of 32 the semester before the training compared to 9 during the 1st Semester, representing a **71.9% 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 2.41 before the training compared to 3.53 at the end of the training period, representing a **46.4% increase**; the facilitator rated the students in the program on an average of 1.41 before the training compared to 2.55 at the end of the training period, representing an **81.5% increase**; the teachers rated the students in the program on an average of 1.17 before the training compared to 2.16 at the end of the training period, representing an **84.1% increase**; and the parents rated the students in the program on an average of 2.37 before the training compared to 3.33 at the end of the training period, representing a **40.6% increase**.

Andrew Hill High School in SAN JOSE, CA; facilitator, Christine Janisch [ClassID=2106]

At Andrew Hill High School, 31 students enrolled in the 180 Degrees Program and 31 remained active in the program at the end of the 1st Semester of the 2018-2019 school year.

The average attendance for the 31 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **99.7%**.

GPA's available for the 31 students that remained in the program prior to training was 0.92. At the end of the 1st Semester, their average GPA improved to 1.43, representing a **55.4% increase**.

Core Grades

Of the 31 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

Language Arts

Grades were available for the 31 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 0.76, representing a **35.7% increase**.

Mathematics

Grades were available for 29 of the 31 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.13 prior to the training. At the end of the 1st Semester, their average improved to 0.67, representing a **415.4% increase**.

Social Studies

Grades were available for 9 of the 31 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.75 prior to the training. At the end of the 1st Semester, their average improved to 1.94, representing a **10.9% increase**.

Sciences

Grades were available for the 26 of the 31 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.38 prior to the training. At the end of the 1st Semester, their average improved to 0.52, representing a **36.8% increase**.

Full Day Unexcused Absences

Full day absences for 31 students that remained in the program were 133 the semester prior to the training compared to 14 during the 1st Semester, representing an **89.5% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for 31 students in the program revealed a total of 15 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 3.11 before the training compared to 3.74 at the end of the training period, representing a **20.3% increase**; the facilitator rated the students in the program on an average of 3.07 before the training compared to 3.9 at the end of the training period, representing a **27.2% increase**; the teachers rated the students in the program on an average of 3.2 before the training compared to 3.92 at the end of the training period, representing a **22.3% increase**; and the parents rated the students in the program on an average of 2.97 before the training compared to 3.79 at the end of the training period, representing a **27.6% increase**.

Andrew Hill High School in SAN JOSE, CA; facilitator, Priscilla Rubio [ClassID=2112]

At Andrew Hill 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 2018-2019 school year.

The average attendance for the 14 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **96.3%**.

GPA's available for the 14 students that remained in the program prior to training was 1.53. At the end of the 1st Semester, their average GPA improved to 2.05, representing a **34.0% increase**.

Core Grades

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 1.7 prior to the training. At the end of the 1st Semester, their average reduced to 1.46, representing a **14.1% decrease**.

Mathematics

Grades were available for 13 of the 14 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.23 prior to the training. At the end of the 1st Semester, their average improved to 1.69, representing a **37.4% increase**.

Social Studies

Grades were available for 12 of the 14 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.83 prior to the training. At the end of the 1st Semester, their average improved to 1.85, representing a **1.1% increase**.

Sciences

Grades were available for 12 of the 14 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 1.71, representing a **55.5% increase**.

Full Day Unexcused Absences

Full day absences for the 14 students that remained in the program were 164 the semester prior to the training compared to 16 during the 1st Semester, representing a **90.2% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for 14 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 2.16 before the training compared to 3.34 at the end of the training period, representing a **54.4% increase**; the facilitator rated the students in the program on an average of 2.22 before the training compared to 3.74 at the end of the training period, representing a **68.8% increase**; the teachers rated the students in the program on an average of 2.03 before the training compared to 2.83 at the end of the training period, representing a **39.4% increase**; and the parents rated the students in the program on an average of 2.64 before the training compared to 3.65 at the end of the training period, representing a **38.2% increase**.

Calero High School in SAN JOSE, CA; facilitator, David Chavez [ClassID=2101]

At Calero 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 2018-2019 school year.

The average attendance for the 14 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **98.2%**.

GPA's available for the 14 students that remained in the program prior to training was 0.68. At the end of the 1st Semester, their average GPA improved to 2.87, representing a **322.1% increase**.

Core Grades

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 0.43 prior to the training. At the end of the 1st Semester, their average improved to 3.21, representing a **646.5% 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 2.43, representing a **100.0% increase**.

Social Studies

Grades were available for 9 of the 14 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0.75 prior to the training. At the end of the 1st Semester, their average improved to 2.5, representing a **233.3% increase**.

Sciences

Grades were available for 12 of the 14 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.65 prior to the training. At the end of the 1st Semester, their average improved to 2.71, representing a **316.9% increase**.

Full Day Unexcused Absences

Full day absences for 14 students that remained in the program were 107 the semester prior to the training compared to 18 during the 1st Semester, representing an **83.2% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for 14 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 2.52 before the training compared to 3.21 at the end of the training period, representing a **27.5% increase**; the facilitator rated the students in the program on an average of 1.39 before the training compared to 3.24 at the end of the training period, representing a **132.8% increase**; the teachers rated the students in the program on an average of 3.03 before the training compared to 3.42 at the end of the training period, representing a **13% increase**; and the parents rated the students in the program on an average of 2.23 before the training compared to 3.72 at the end of the training period, representing a **66.6% increase**.

Calero High School in SAN JOSE, CA; facilitator, Gregory Eiman [ClassID=2102]

At 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 2018-2019 school year.

The average attendance for the 15 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **100.0%**.

GPA's available for the 15 students that remained in the program prior to training was 0.49. At the end of the 1st Semester, their average GPA improved to 2.76, representing a **463.3% 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 3.35, representing a **946.9% increase**.

Mathematics

Grades were available for the 15 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.07 prior to the training. At the end of the 1st Semester, their average improved to 2.03, representing a **2,800.0% increase**.

Social Studies

Grades were available for the 8 of the 15 students that remained in the Social Studies 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 2.72, representing a **385.7% increase**.

Sciences

Grades were available for the 11 of the 15 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.16 prior to the training. At the end of the 1st Semester, their average improved to 2.73, representing a **1,606.2% increase**.

Full Day Unexcused Absences

Full day absences for 15 students that remained in the program were 173 the semester prior to the training compared to 22 during the 1st Semester, representing an **87.3% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 15 students in the program revealed a total of 1 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 2.64 before the training compared to 3.44 at the end of the training period, representing a **30.3% increase**; the facilitator rated the students in the program on an average of 1.71 before the training compared to 3.36 at the end of the training period, representing a **96.9% increase**; the teachers rated the students in the program on an average of 3.41 before the training compared to 3.84 at the end of the training period, representing a **12.7% increase**; and the parents rated the students in the program on an average of 2.7 before the training compared to 3.91 at the end of the training period, representing a **44.9% increase**.

Calero High School in SAN JOSE, CA; facilitator, George Flores [ClassID=2103]

At 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 2018-2019 school year.

The average attendance for the 17 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **92.4%**.

GPA's available for the 17 students that remained in the program prior to training was 0.63. At the end of the 1st Semester, their average GPA improved to 2.62, representing a **315.9% 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 0.28 prior to the training. At the end of the 1st Semester, their average improved to 2.94, representing a **950.0% increase**.

Mathematics

Grades were available for the 17 students that remained in the Mathematics 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 1.88, representing a **487.5% increase**.

Social Studies

Grades were available for 10 of the 17 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0.65 prior to the training. At the end of the 1st Semester, their average improved to 2.42, representing a **272.3% increase**.

Sciences

Grades were available for 13 of the 17 students that remained in the Sciences 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 2.4, representing a **500.0% increase**.

Full Day Unexcused Absences

Full day absences for the 17 students that remained in the program were 108 the semester prior to the training compared to 63 during the 1st Semester, representing a **41.7% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for 17 students in the program revealed a total of 5 the semester before the training compared to 1 during the 1st Semester, representing an **80.0% 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 before the training compared to 3.24 at the end of the training period, representing a **62.1% increase**; the facilitator rated the students in the program on an average of 1.74 before the training compared to 3.38 at the end of the training period, representing a **93.9% increase**; the teachers rated the students in the program on an average of 2.43 before the training compared to 3.31 at the end of the training period, representing a **36.3% increase**; and the parents rated the students in the program on an average of 2.23 before the training compared to 3.61 at the end of the training period, representing a **62% increase**.

Calero High School in SAN JOSE, CA; facilitator, Gary Liu [ClassID=2107]

At 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 2018-2019 school year.

The average attendance for the 15 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **88.1%**.

GPA's available for the 15 students that remained in the program prior to training was 1.9. At the end of the 1st Semester, their average GPA improved to 2.48, representing a **30.5% 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 2.3 prior to the training. At the end of the 1st Semester, their average reduced to 1.72, representing a **25.2% decrease**.

Mathematics

Grades were available for 14 of the 15 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.43 prior to the training. At the end of the 1st Semester, their average improved to 2.25, representing a **57.3% increase**.

Social Studies

Grades were available for the 15 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.38 prior to the training. At the end of the 1st Semester, their average improved to 2.15, representing a **55.8% increase**.

Sciences

Grades were available for 14 of the 15 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.59 prior to the training. At the end of the 1st Semester, their average improved to 2.46, representing a **54.7% increase**.

Full Day Unexcused Absences

Full day absences for the 15 students that remained in the program were 110 the semester prior to the training compared to 44 during the 1st Semester, representing a **60.0% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 15 students in the program revealed a total of 1 the semester before the training compared to 4 during the 1st Semester, representing a **300.0% increase**.

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 3.43 before the training compared to 4.26 at the end of the training period, representing a **24.1% increase**; the facilitator rated the students in the program on an average of 2.59 before the training compared to 3.09 at the end of the training period, representing a **19% increase**; the teachers rated the students in the program on an average of 2.19 before the training compared to 3.06 at the end of the training period, representing a **39.9% increase**; and the parents rated the students in the program on an average of 3.3 before the training compared to 4.32 at the end of the training period, representing a **30.9% increase**.

Calero High School in SAN JOSE, CA; facilitator, Ashley Redhill [ClassID=2111]

At Calero High School, 22 students enrolled in the 180 Degrees Program and 22 remained active in the program at the end of the 1st Semester of the 2018-2019 school year.

The average attendance for the 22 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **92.8%**.

GPA's available for the 22 students that remained in the program prior to training was 2.46. At the end of the 1st Semester, their average GPA improved to 2.95, representing a **19.9% increase**.

Core Grades

Of the 22 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

Language Arts

Grades were available for the 22 students that remained in the Language Arts program, revealing an average starting baseline GPA of 2.26 prior to the training. At the end of the 1st Semester, their average improved to 2.69, representing a **19.0% increase**.

Mathematics

Grades were available for 18 of the 22 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.86 prior to the training. At the end of the 1st Semester, their average improved to 2.46, representing a **32.3% increase**.

Social Studies

Grades were available for the 22 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.88 prior to the training. At the end of the 1st Semester, their average improved to 2.41, representing a **28.2% increase**.

Sciences

Grades were available for the 17 of the 22 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.71 prior to the training. At the end of the 1st Semester, their average improved to 2.87, representing a **5.9% increase**.

Full Day Unexcused Absences

Full day absences for the 22 students that remained in the program were 162 the semester prior to the training compared to 56 during the 1st Semester, representing a **65.4% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for 22 students in the program revealed a total of 2 the semester before the training compared to 2 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 2.78 before the training compared to 3.49 at the end of the training period, representing a **25.5% increase**; the facilitator rated the students in the program on an average of 1.76 before the training compared to 3.05 at the end of the training period, representing a **72.9% increase**; the teachers rated the students in the program on an average of 2.85 before the training compared to 3.85 at the end of the training period, representing a **35.2% increase**; and the parents rated the students in the program on an average of 2.73 before the training compared to 3.76 at the end of the training period, representing a **38% increase**.

Calero High School in SAN JOSE, CA; facilitator, Cisco Regalado [ClassID=2113]

At Calero High School, 25 students enrolled in the 180 Degrees Program and 25 remained active in the program at the end of the 1st Semester of the 2018-2019 school year.

The average attendance for the 25 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **100.0%**.

GPA's available for the 25 students that remained in the program prior to training was 0.96. At the end of the 1st Semester, their average GPA improved to 2.95, representing a **207.3% increase**.

Core Grades

Of the 25 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

Language Arts

Grades were available for the 25 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.83 prior to the training. At the end of the 1st Semester, their average improved to 2.75, representing a **231.3% increase**.

Mathematics

Grades were available for 24 of the 25 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.59 prior to the training. At the end of the 1st Semester, their average improved to 2.46, representing a **316.9% increase**.

Social Studies

Grades were available for 5 of the 25 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.65 prior to the training. At the end of the 1st Semester, their average improved to 3.2, representing a **93.9% increase**.

Sciences

Grades were available for the 24 of the 25 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.7 prior to the training. At the end of the 1st Semester, their average improved to 2.82, representing a **302.9% increase**.

Full Day Unexcused Absences

Full day absences for the 25 students that remained in the program were 172 the semester prior to the training compared to 23 during the 1st Semester, representing an **86.6% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 25 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 2.32 before the training compared to 3.62 at the end of the training period, representing a **55.8% increase**; the facilitator rated the students in the program on an average of 2.24 before the training compared to 3.57 at the end of the training period, representing a **59.2% increase**; the teachers rated the students in the program on an average of 1.6 before the training compared to 3.27 at the end of the training period, representing a **104% increase**; and the parents rated the students in the program on an average of 2.11 before the training compared to 3.25 at the end of the training period, representing a **54.1% increase**.

Calero High School in SAN JOSE, CA; facilitator, Adele Sagun-Persicone [ClassID=2115]

At 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 2018-2019 school year.

The average attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **92.7%**.

GPA's available for the 16 students that remained in the program prior to training was 2.19. At the end of the 1st Semester, their average GPA improved to 2.52, representing a **15.1% increase**.

Core Grades

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 16 students that remained in the Language Arts program, revealing an average starting baseline GPA of 2.89 prior to the training. At the end of the 1st Semester, their average reduced to 2.12, representing a **26.6% decrease**.

Mathematics

Grades were available for 15 of the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.43 prior to the training. At the end of the 1st Semester, their average improved to 2.35, representing a **64.3% increase**.

Social Studies

Grades were available for 15 of the 16 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.83 prior to the training. At the end of the 1st Semester, their average improved to 2.03, representing a **10.9% increase**.

Sciences

Grades were available for the 16 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.83 prior to the training. At the end of the 1st Semester, their average improved to 2.92, representing a **59.6% increase**.

Full Day Unexcused Absences

Full day absences for the 16 students that remained in the program were 63 the semester prior to the training compared to 41 during the 1st Semester, representing a **34.9% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 16 students in the program revealed a total of 4 the semester before the training compared to 1 during the 1st Semester, representing a **75.0% 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 3.65 before the training compared to 3.53 at the end of the training period, representing a **3.3% decrease**; the facilitator rated the students in the program on an average of 2.24 before the training compared to 3.5 at the end of the training period, representing a **56.4% increase**; the teachers rated the students in the program on an average of 2.4 before the training compared to 3.28 at the end of the training period, representing a **36.7% increase**; and the parents rated the students in the program on an average of 3.02 before the training compared to 3.5 at the end of the training period, representing a **15.9% increase**.

Calero High School in SAN JOSE, CA; facilitator, Sue Tatro [ClassID=2116]

At 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 2018-2019 school year.

The average attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **98.7%**.

GPA's available for the 16 students that remained in the program prior to training was 2.56. At the end of the 1st Semester, their average GPA improved to 2.92, representing a **14.1% increase**.

Core Grades

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 16 students that remained in the Language Arts program, revealing an average starting baseline GPA of 2.61 prior to the training. At the end of the 1st Semester, their average improved to 2.84, representing an **8.8% increase**.

Mathematics

Grades were available for 12 of the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.75 prior to the training. At the end of the 1st Semester, their average improved to 2.5, representing a **42.9% increase**.

Social Studies

Grades were available for the 16 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.86 prior to the training. At the end of the 1st Semester, their average improved to 2.2, representing an **18.3% increase**.

Sciences

Grades were available for 13 of the 16 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.06 prior to the training. At the end of the 1st Semester, their average improved to 2.65, representing a **28.6% increase**.

Full Day Unexcused Absences

Full day absences for the 16 students that remained in the program were 62 the semester prior to the training compared to 24 during the 1st Semester, representing a **61.3% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 16 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 2.93 before the training compared to 3.5 at the end of the training period, representing a **19.4% increase**; the facilitator rated the students in the program on an average of 2.98 before the training compared to 3.78 at the end of the training period, representing a **26.6% increase**; the teachers rated the students in the program on an average of 2.64 before the training compared to 3.64 at the end of the training period, representing a **37.6% increase**; and the parents rated the students in the program on an average of 2.73 before the training compared to 3.38 at the end of the training period, representing a **23.6% increase**.

Calero High School in SAN JOSE, CA; facilitator, Chris Tikelis [ClassID=2117]

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 2018-2019 school year.

The average attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **98.3%**.

GPA's available for the 16 students that remained in the program prior to training was 2.25. At the end of the 1st Semester, their average GPA improved to 2.47, representing a **9.8% increase**.

Core Grades

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 16 students that remained in the Language Arts program, revealing an average starting baseline GPA of 2.16 prior to the training. At the end of the 1st Semester, their average reduced to 1.83, representing a **15.3% decrease**.

Mathematics

Grades were available for the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.02 prior to the training. At the end of the 1st Semester, their average improved to 2.09, representing a **3.5% increase**.

Social Studies

Grades were available for 15 of the 16 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.82 prior to the training. At the end of the 1st Semester, their average improved to 2.32, representing a **27.5% increase**.

Sciences

Grades were available for the 16 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.59 prior to the training. At the end of the 1st Semester, their average improved to 2.58, representing a **62.3% increase**.

Full Day Unexcused Absences

Full day absences for the 16 students that remained in the program were 68 the semester prior to the training compared to 35 during the 1st Semester, representing a **48.5% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 16 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 3.14 before the training compared to 3.59 at the end of the training period, representing a **14.5% increase**; the facilitator rated the students in the program on an average of 3.25 before the training compared to 3.82 at the end of the training period, representing a **17.6% increase**; the teachers rated the students in the program on an average of 2.36 before the training compared to 3.16 at the end of the training period, representing a **34% increase**; and the parents rated the students in the program on an average of 3.12 before the training compared to 4.07 at the end of the training period, representing a **30.2% increase**.

Calero High School in SAN JOSE, CA; facilitator, Joe VanSambeek [ClassID=2118]

At 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 2018-2019 school year.

The average attendance for the 18 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **90.8%**.

GPA's available for the 18 students that remained in the program prior to training was 2.31. At the end of the 1st Semester, their average GPA improved to 2.89, representing a **25.1% increase**.

Core Grades

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 2.54 prior to the training. At the end of the 1st Semester, their average improved to 2.83, representing an **11.4% increase**.

Mathematics

Grades were available for 17 of the 18 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.06 prior to the training. At the end of the 1st Semester, their average improved to 2.71, representing a **31.6% increase**.

Social Studies

Grades were available for the 18 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.57 prior to the training. At the end of the 1st Semester, their average improved to 2.26, representing a **43.9% increase**.

Sciences

Grades were available for the 18 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.36 prior to the training. At the end of the 1st Semester, their average improved to 2.83, representing a **19.9% increase**.

Full Day Unexcused Absences

Full day absences for the 18 students that remained in the program were 73 the semester prior to the training compared to 54 during the 1st Semester, representing a **26.0% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 18 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 3.49 before the training compared to 4.21 at the end of the training period, representing a **20.5% increase**; the facilitator rated the students in the program on an average of 3.65 before the training compared to 3.88 at the end of the training period, representing a **6.4% increase**; the teachers rated the students in the program on an average of 3.02 before the training compared to 3.89 at the end of the training period, representing a **29.1% increase**; and the parents rated the students in the program on an average of 3.36 before the training compared to 4.16 at the end of the training period, representing a **23.6% increase**.

Calero High School in SAN JOSE, CA; facilitator, Jeneva Westendorf [ClassID=2119]

At Calero High School, 22 students enrolled in the 180 Degrees Program and 22 remained active in the program at the end of the 1st Semester of the 2018-2019 school year.

The average attendance for the 22 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **96.9%**.

GPA's available for the 22 students that remained in the program prior to training was 3.33. At the end of the 1st Semester, their average GPA lowered to 3.3, representing a **0.9% decrease**.

Core Grades

Of the 22 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

Language Arts

Grades were available for the 22 students that remained in the Language Arts program, revealing an average starting baseline GPA of 3.34 prior to the training. At the end of the 1st Semester, their average reduced to 3.18, representing a **4.8% decrease**.

Mathematics

Grades were available for 15 of the 22 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.98 prior to the training. At the end of the 1st Semester, their average reduced to 2.97, representing a **0.3% decrease**.

Social Studies

Grades were available for the 22 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.7 prior to the training. At the end of the 1st Semester, their average improved to 3.32, representing a **23.0% increase**.

Sciences

Grades were available for 11 of the 22 students that remained in the Sciences program, revealing an average starting baseline GPA of 3.5 prior to the training. At the end of the 1st Semester, their average improved to 3.84, representing a **9.7% increase**.

Full Day Unexcused Absences

Full day absences for the 22 students that remained in the program were 2 the semester prior to the training compared to 0 during the 1st Semester, representing a **100.0% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 22 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 3.37 before the training compared to 3.77 at the end of the training period, representing a **12% increase**; the facilitator rated the students in the program on an average of 3.73 before the training compared to 4.05 at the end of the training period, representing an **8.6% increase**; the teachers rated the students in the program on an average of 3.31 before the training compared to 4.19 at the end of the training period, representing a **26.7% increase**; and the parents rated the students in the program on an average of 3.53 before the training compared to 4 at the end of the training period, representing a **13.4% increase**.

James Lick High School in SAN JOSE, CA; facilitator, Matthew Andrade [ClassID=2100]

At the James Lick 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 2018-2019 school year.

The average attendance for the 12 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **82.9%**.

GPA's available for the 12 students that remained in the program prior to training was 1.31. At the end of the 1st Semester, their average GPA lowered to 1.26, representing a **3.8% decrease**.

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 1.38 prior to the training. At the end of the 1st Semester, their average reduced to 1, representing a **27.5% decrease**.

Mathematics

Grades were available for the 12 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.85 prior to the training. At the end of the 1st Semester, their average improved to 0.9, representing a **5.9% increase**.

Social Studies

Grades were available for the 8 of the 12 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.09 prior to the training. At the end of the 1st Semester, their average improved to 1.38, representing a **26.6% increase**.

Sciences

Grades were available for the 10 of the 12 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.57 prior to the training. At the end of the 1st Semester, their average improved to 1.38, representing a **142.1% increase**.

Full Day Unexcused Absences

Full day absences for 12 students that remained in the program were 96 the semester prior to the training compared to 17 during the 1st Semester, representing an **82.3% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for 12 students in the program revealed a total of 5 the semester before the training compared to 3 during the 1st Semester, representing a **40.0% 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 2.7 before the training compared to 3.93 at the end of the training period, representing a **45.7% increase**; the facilitator rated the students in the program on an average of 1.76 before the training compared to 2.9 at the end of the training period, representing a **64.9% increase**; the teachers rated the students in the program on an average of 1.68 before the training compared to 2.2 at the end of the training period, representing a **30.7% increase**; and the parents rated the students in the program on an average of 2.34 before the training compared to 3.62 at the end of the training period, representing a **54.4% increase**.

James Lick High School in SAN JOSE, CA; facilitator, Michael Ghali [ClassID=2104]

At James Lick 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 2018-2019 school year.

The average attendance for the 17 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **94.2%**.

GPA's available for the 17 students that remained in the program prior to training was 0.96. At the end of the 1st Semester, their average GPA improved to 1.81, representing an **88.5% 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 1.04 prior to the training. At the end of the 1st Semester, their average improved to 1.1, representing a **5.8% 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 1.68, representing a **171.0% increase**.

Sciences

Grades were available for 6 of the 17 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.38 prior to the training. At the end of the 1st Semester, their average improved to 1.83, representing a **32.6% increase**.

Full Day Unexcused Absences

Full day absences for the 17 students that remained in the program were 191 the semester prior to the training compared to 21 during the 1st Semester, representing an **89.0% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 17 students in the program revealed a total of 2 the semester before the training compared to 6 during the 1st Semester, representing a **200.0% increase**.

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 2.75 before the training compared to 3.7 at the end of the training period, representing a **34.9% increase**; the facilitator rated the students in the program on an average of 1.64 before the training compared to 2.71 at the end of the training period, representing a **65.2% increase**; the teachers rated the students in the program on an average of 1.57 before the training compared to 2.74 at the end of the training period, representing a **74.5% increase**; and the parents rated the students in the program on an average of 2.09 before the training compared to 2.93 at the end of the training period, representing a **40.3% increase**.

James Lick High School in SAN JOSE, CA; facilitator, Priscilla Rubio [ClassID=2114]

At James Lick 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 2018-2019 school year.

The average attendance for the 15 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **88.0%**.

GPA's available for the 15 students that remained in the program prior to training was 1.3. At the end of the 1st Semester, their average GPA improved to 2.08, representing a **60.0% 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 14 of the 15 students that remained in the Language Arts program, revealing an average starting baseline GPA of 1.12 prior to the training. At the end of the 1st Semester, their average improved to 2, representing a **78.6% increase**.

Mathematics

Grades were available for 14 of the 15 students that remained in the Mathematics 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 1.34, representing a **644.4% increase**.

Social Studies

Grades were available for 12 of the 15 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.06 prior to the training. At the end of the 1st Semester, their average reduced to 2, representing a **2.9% decrease**.

Sciences

Grades were available for 10 of the 15 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.98 prior to the training. At the end of the 1st Semester, their average improved to 2.17, representing a **121.4% increase**.

Full Day Unexcused Absences

Full day absences for the 15 students that remained in the program were 66 the semester prior to the training compared to 10 during the 1st Semester, representing an **84.8% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 15 students in the program revealed a total of 2 the semester before the training compared to 4 during the 1st Semester, representing a **100.0% increase**.

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 2.57 before the training compared to 3.65 at the end of the training period, representing a **42.1% increase**; the facilitator rated the students in the program on an average of 1.99 before the training compared to 3.49 at the end of the training period, representing a **75.5% increase**; the teachers rated the students in the program on an average of 1.81 before the training compared to 2.79 at the end of the training period, representing a **54.6% increase**; and the parents rated the students in the program on an average of 2.43 before the training compared to 3.59 at the end of the training period, representing a **48.1% increase**.

Santa Theresa High School in SAN JOSE, CA; facilitator, My Nguyen [ClassID=2110]

At Santa Theresa 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 2018-2019 school year.

The average attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **85.5%**.

GPA's available for the 16 students that remained in the program prior to training was 0.53. At the end of the 1st Semester, their average GPA improved to 1.48, representing a **179.2% increase**.

Core Grades

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 16 students that remained in the Language Arts 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 1.55, representing a **229.8% increase**.

Mathematics

Grades were available for the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.16 prior to the training. At the end of the 1st Semester, their average improved to 0.77, representing a **381.2% increase**.

Sciences

Grades were available for the 16 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.19 prior to the training. At the end of the 1st Semester, their average improved to 0.94, representing a **394.7% increase**.

Full Day Unexcused Absences

Full day absences for the 16 students that remained in the program were 94 the semester prior to the training compared to 8 during the 1st Semester, representing a **91.5% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 16 students in the program revealed a total of 25 the semester before the training compared to 7 during the 1st Semester, representing a **72.0% 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 3.17 before the training compared to 3.7 at the end of the training period, representing a **16.7% increase**; the facilitator rated the students in the program on an average of 3.18 before the training compared to 3.49 at the end of the training period, representing a **9.7% increase**; the teachers rated the students in the program on an average of 3.65 before the training compared to 3.66 at the end of the training period, representing a **0.2% increase**; and the parents rated the students in the program on an average of 2.93 before the training compared to 3.27 at the end of the training period, representing an **11.7% increase**.

Silver Creek High School in SAN JOSE, CA; facilitator, William Henninger [ClassID=2105]

At Silver Creek 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 2018-2019 school year.

The average attendance for the 14 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **89.8%**.

GPA's available for the 14 students that remained in the program prior to training was 0.72. At the end of the 1st Semester, their average GPA improved to 1.73, representing a **140.3% increase**.

Core Grades

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 0.45 prior to the training. At the end of the 1st Semester, their average improved to 0.98, representing a **117.8% increase**.

Mathematics

Grades were available for 12 of the 14 students that remained in the Mathematics 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 0.52, representing a **333.3% increase**.

Social Studies

Grades were available for 7 of the 14 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.11 prior to the training. At the end of the 1st Semester, their average reduced to 0.61, representing a **45.0% decrease**.

Sciences

Grades were available for 13 of the 14 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.25 prior to the training. At the end of the 1st Semester, their average improved to 1.35, representing a **440.0% increase**.

Full Day Unexcused Absences

Full day absences for the 14 students that remained in the program were 68 the semester prior to the training compared to 25 during the 1st Semester, representing a **63.2% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 14 students in the program revealed a total of 8 the semester before the training compared to 1 during the 1st Semester, representing an **87.5% 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 3.17 before the training compared to 3.79 at the end of the training period, representing a **19.5% increase**; the facilitator rated the students in the program on an average of 2.3 before the training compared to 3.1 at the end of the training period, representing a **34.8% increase**; the teachers rated the students in the program on an average of 2.74 before the training compared to 3.23 at the end of the training period, representing an **18% increase**; and the parents rated the students in the program on an average of 2.74 before the training compared to 3.49 at the end of the training period, representing a **27.1% increase**.

Silver Creek High School in SAN JOSE, CA; facilitator, Alex Mendoza [ClassID=2108]

At the Silver Creek High School, 8 students enrolled in the 180 Degrees Program and 8 remained active in the program at the end of the 1st Semester of the 2018-2019 school year.

The average attendance for the 8 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **90.1%**.

GPA's available for the 8 students that remained in the program prior to training was 0.78. At the end of the 1st Semester, their average GPA improved to 1.78, representing a **128.2% increase**.

Core Grades

Of the 8 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

Language Arts

Grades were available for the 8 students that remained in the Language Arts 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 1, representing a **112.8% increase**.

Mathematics

Grades were available for the 8 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 0.19, representing a **100.0% increase**.

Social Studies

Grades were available for 1 of the 8 students that remained in the Social Studies program, revealing an average starting baseline GPA of 0.75 prior to the training. At the end of the 1st Semester, their average reduced to 0, representing a **100.0% decrease**.

Sciences

Grades were available for the 8 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.41 prior to the training. At the end of the 1st Semester, their average improved to 1.62, representing a **295.1% increase**.

Full Day Unexcused Absences

Full day absences for 8 students that remained in the program were 44 the semester prior to the training compared to 15 during the 1st Semester, representing a **65.9% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for 8 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 2.6 before the training compared to 3.31 at the end of the training period, representing a **27.4% increase**; the facilitator rated the students in the program on an average of 2.31 before the training compared to 2.94 at the end of the training period, representing a **27% increase**; the teachers rated the students in the program on an average of 2.62 before the training compared to 3.65 at the end of the training period, representing a **39% increase**; and the parents rated the students in the program on an average of 2.66 before the training compared to 3.63 at the end of the training period, representing a **36.7% increase**.

Silver Creek High School in SAN JOSE, CA; facilitator, Chrissy Molfino [ClassID=2109]

At Silver Creek 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 2018-2019 school year.

The average attendance for the 18 students that remained in the program at the end of the 1st Semester of the 2018-2019 school year was **87.6%**.

GPA's available for the 18 students that remained in the program prior to training was 1.1. At the end of the 1st Semester, their average GPA improved to 1.76, representing a **60.0% increase**.

Core Grades

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 0.82 prior to the training. At the end of the 1st Semester, their average improved to 1.6, representing a **95.1% increase**.

Mathematics

Grades were available for 16 of the 18 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.2 prior to the training. At the end of the 1st Semester, their average improved to 0.33, representing a **65.0% increase**.

Social Studies

Grades were available for 4 of the 18 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.38 prior to the training. At the end of the 1st Semester, their average improved to 3.25, representing a **135.5% increase**.

Sciences

Grades were available for 17 of the 18 students that remained in the Sciences program, revealing an average starting baseline GPA of 1 prior to the training. At the end of the 1st Semester, their average improved to 1.93, representing a **93.0% increase**.

Full Day Unexcused Absences

Full day absences for the 18 students that remained in the program were 103 the semester prior to the training compared to 24 during the 1st Semester, representing a **76.7% decrease**.

Documented Disciplinary Incidents

Combined disciplinary incidents records for the 18 students in the program revealed a total of 8 the semester before the training compared to 6 during the 1st Semester, representing a **25.0% 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 2.99 before the training compared to 3.27 at the end of the training period, representing a **9.5% increase**; the facilitator rated the students in the program on an average of 2.41 before the training compared to 3.21 at the end of the training period, representing a **33.5% increase**; the teachers rated the students in the program on an average of 2.61 before the training compared to 3.19 at the end of the training period, representing a **22.3% increase**; and the parents rated the students in the program on an average of 2.98 before the training compared to 3.3 at the end of the training period, representing a **10.8% increase**.