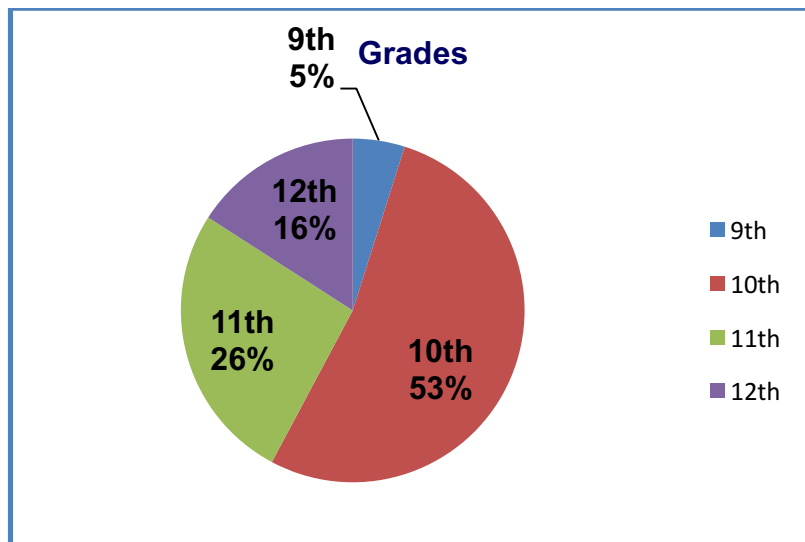


**Executive Summary  
East Side Union High School District  
1st Semester 2016-2017 School - Year**

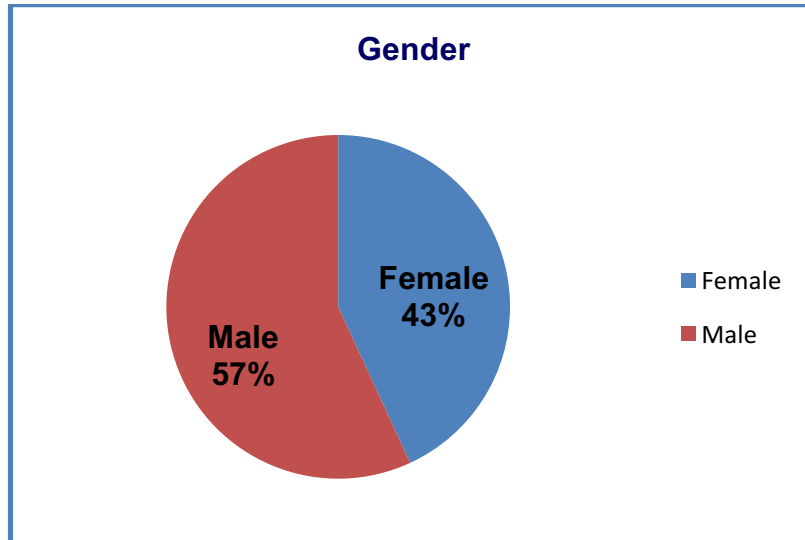
This summary details the statistical results of the 180 Degrees Program that ended during the 1st Semester of the 2016-2017 school - year at the following 4 schools in the East Side Union High School District:

Andrew Hill High School, 3 classes with 67 students  
Calero High School, 12 classes with 191 students  
Santa Theresa High School, 1 class with 19 students  
Silver Creek High School, 3 classes with 50 students

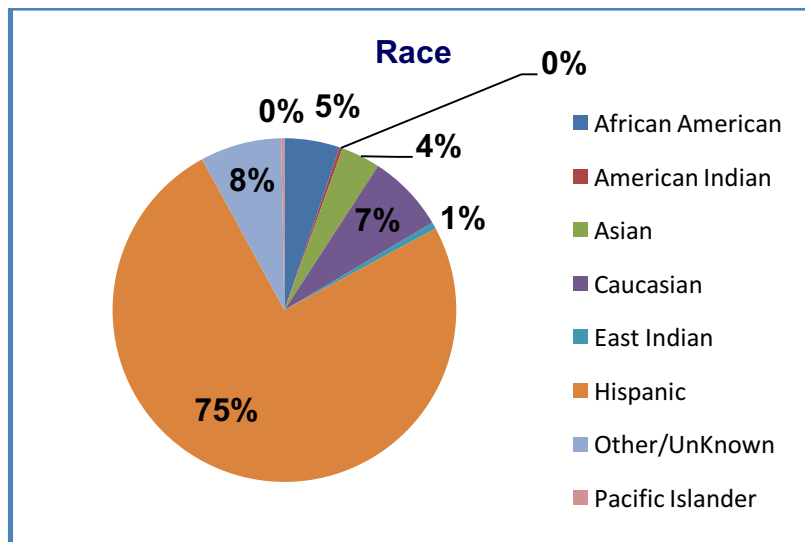
The project commenced with the beginning of the 1st Semester, approximately August 15, 2016. The 1st Semester ended approximately January 01, 2017. A total of 327 students enrolled in the project at 4 schools: 16 - 9th grade students, 173 - 10th grade students, 86 - 11th grade students and 52 - 12th grade students.



The demographic make-up of the students enrolled in the 180 Degrees Program classes at the 4 participating schools the 1st Semester of the 2016-2017 school year was as follows:



Students gender and ethnicity consisted of 141 Female (43.1%); 186 Male (56.9%); 17 African American (5.2%); 1 American Indian (0.3%); 12 Asian (3.7%); 24 Caucasian (7.3%); 2 East Indian (0.6%); 245 Hispanic (74.9%); 1 Pacific Islander (0.3%); 25 other/unknown (7.6%).

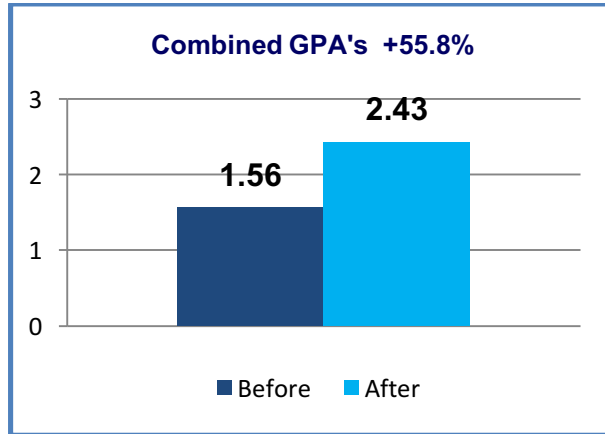


Progress of the students was measured by a pre and post program comparative analysis of the students' GPA's, Core Grades (Language Arts, Mathematics, Social Studies and Sciences), Full Day Absences, Documented Disciplinary Incidents and Life Skills Development. The data was collected from school records 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 4 schools participating in the 180 Degrees Program:

The average attendance for the 327 students that remained in the program was **94.6%**.

GPA's available for the 324 students that remained in the program prior to training was 1.56. At the end of the 1st Semester, their average GPA improved to 2.43, representing a **55.8% increase**.

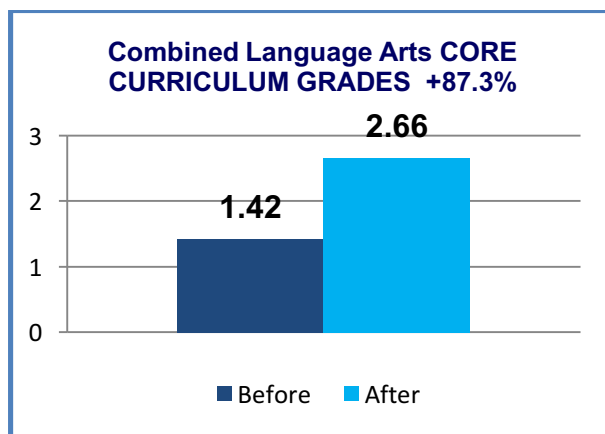


#### Core Grades

Of the 327 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

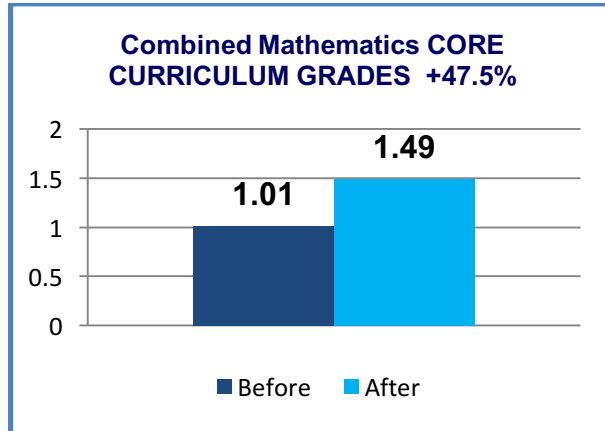
#### Language Arts

Grades were available for 323 of the 327 students that remained in the Language Arts program, revealing an average starting baseline GPA of 1.42 prior to the training. At the end of the 1st Semester, their average improved to 2.66, representing an **87.3% increase**.



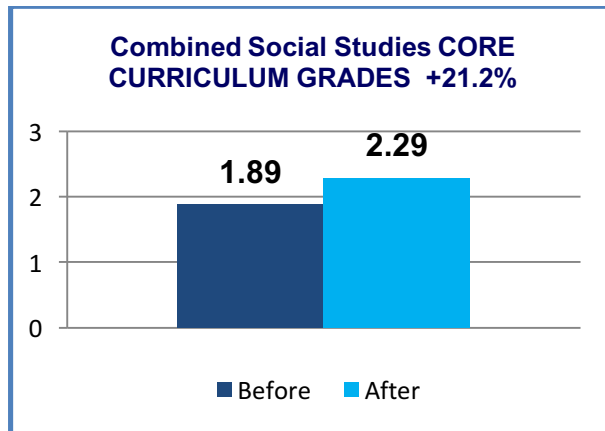
## Mathematics

Grades were available for 309 of the 327 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.01 prior to the training. At the end of the 1st Semester, their average improved to 1.49, representing a **47.5% increase**.



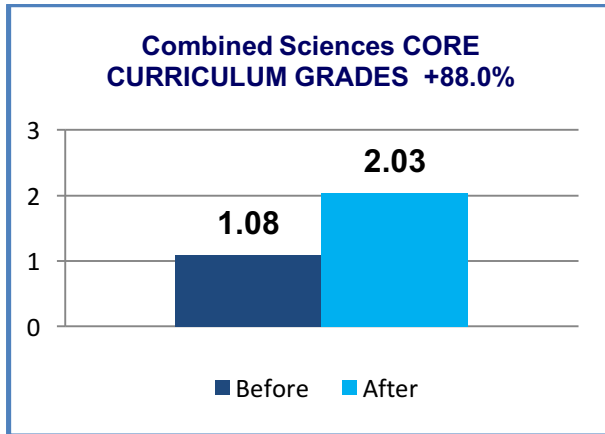
## Social Studies

Grades were available for 164 of the 327 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.89 prior to the training. At the end of the 1st Semester, their average improved to 2.29, representing a **21.2% increase**.



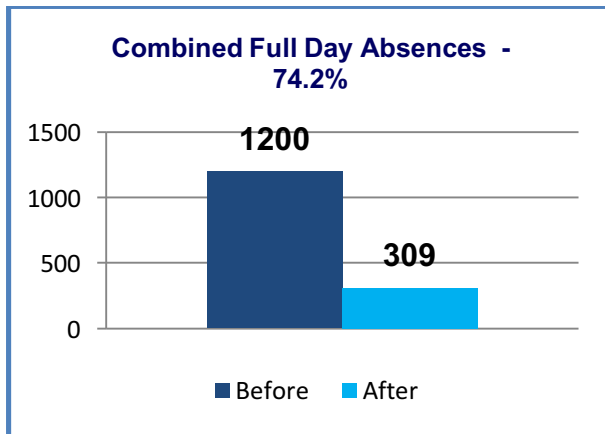
## Sciences

Grades were available for 296 of the 327 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.08 prior to the training. At the end of the 1st Semester, their average improved to 2.03, representing an **88.0% increase**.



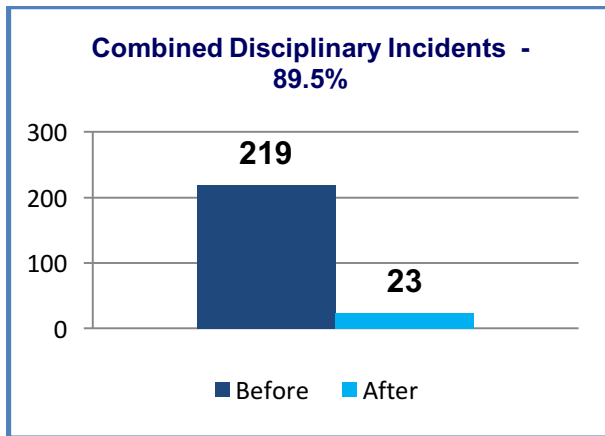
Full Day Unexcused Absences

Full day absences for 324 of the 327 students that remained in the program were 1200 the semester prior to the training compared to 309 during the 1st Semester, representing a **74.2% decrease**.



Documented Disciplinary Incidents

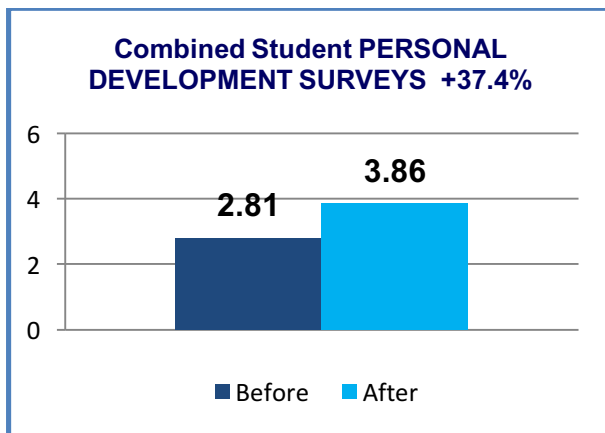
Combined disciplinary incidents records for 324 of the 327 students in the program revealed a total of 219 the semester before the training compared to 23 during the 1st Semester, representing an **89.5% decrease**.



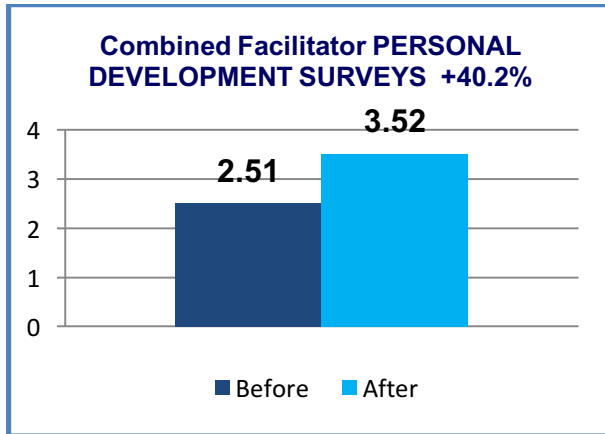
Personal Development Surveys

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.

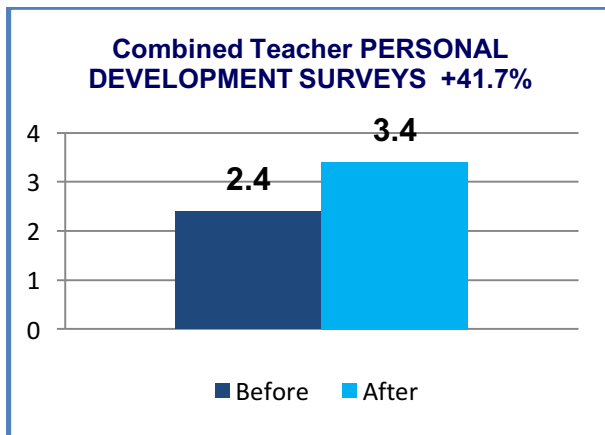
Personal Development Surveys completed by students in the program rated themselves on an average of 2.81 before the training compared to 3.86 at the end of the training period, representing a **37.4% increase**.



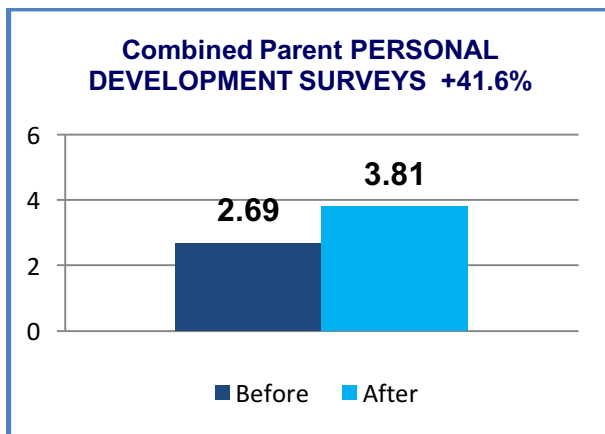
Personal Development Surveys completed by Facilitators rated the students in the program on an average of 2.51 before the training compared to 3.52 at the end of the training period, representing a **40.2% increase**.



Personal Development Surveys completed by Teachers rated the students in the program on an average of 2.4 before the training compared to 3.4 at the end of the training period, representing a **41.7% increase**.



Personal Development Surveys completed by Parents rated the students in the program on an average of 2.69 before the training compared to 3.81 at the end of the training period, representing a **41.6% increase**.



**Andrew Hill High School in SAN JOSE, CA; facilitator, Christine Janisch [ClassID=1888]**

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 2016-2017 school year.

The average 180 class attendance for the 31 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **99.8%**.

GPA's available for the 29 students that remained in the program prior to training was 1.21. At the end of the 1st Semester, their average GPA improved to 1.9, representing a **57.0% 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 29 of the 31 students that remained in the Language Arts program, revealing an average starting baseline GPA of 1.0 prior to the training. At the end of the 1st Semester, their average improved to 1.84, representing an **84.0% increase**.

Mathematics

Grades were available for 25 of the 31 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.68 prior to the training. At the end of the 1st Semester, their average improved to 0.81, representing a **19.1% increase**.

Social Studies

Grades were available for 20 of the 31 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 1.65, representing an **18.7% increase**.

Sciences

Grades were available for 28 of the 31 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 1.29, representing a **29.0% increase**.

Full Day Unexcused Absences

Full day absences available for 29 of the 31 students that remained in the program were 102 the semester prior to the training compared to 29 during the 1st Semester, representing a **71.6% decrease**.



### Documented Disciplinary Incidents

Combined disciplinary incidents records available for 29 of the 31 students in the program revealed a total of 26 the semester before the training compared to 6 during the 1st Semester, representing a **76.9% 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 2.67 before the training compared to 3.83 at the end of the training period, representing a **43.2% increase**; the facilitator rated the students in the program on an average of 2.66 before the training compared to 3.83 at the end of the training period, representing a **44% increase**; the teachers rated the students in the program on an average of 2.79 before the training compared to 3.91 at the end of the training period, representing a **40% increase**; and the parents rated the students in the program on an average of 2.65 before the training compared to 3.93 at the end of the training period, representing a **48.1% increase**.

### **Andrew Hill High School in SAN JOSE, CA; facilitator, Israel Lara [ClassID=1910]**

At Andrew Hill 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 2016-2017 school year.

The average 180 class attendance for the 17 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **64.1%**.

GPA's available for the 17 students that remained in the program prior to training was 1.7. At the end of the 1st Semester, their average GPA improved to 2.09, representing a **22.9% 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 17 students that remained in the Language Arts 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 2.46, representing a **132.1% increase**.

#### Mathematics

Grades were available for 14 of the 17 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.68 prior to the training. At the end of the 1st Semester, their average improved to 0.8, representing a **17.6% increase**.

### Social Studies

Grades were available for 12 of the 17 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.62 prior to the training. At the end of the 1st Semester, their average improved to 2.15, representing a **32.7% increase**.

### Sciences

Grades were available for the 15 of the 17 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.4 prior to the training. At the end of the 1st Semester, their average reduced to 1.05, representing a **25.0% decrease**.

### Full Day Unexcused Absences

Full day absences for the 17 students that remained in the program were 1 the semester prior to the training compared to 1 during the 1st Semester, representing a **0.0% change**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 17 students in the program revealed a total of 19 the semester before the training compared to 1 during the 1st Semester, representing a **94.7% 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 1.56 before the training compared to 3.84 at the end of the training period, representing a **146.4% increase**; the facilitator rated the students in the program on an average of 1.88 before the training compared to 3.54 at the end of the training period, representing an **88% increase**; the teachers rated the students in the program on an average of 1.63 before the training compared to 3.05 at the end of the training period, representing an **87.4% increase**; and the parents rated the students in the program on an average of 1.95 before the training compared to 4.27 at the end of the training period, representing a **119.3% increase**.

### Andrew Hill High School in SAN JOSE, CA; facilitator, Cisco Regalado [ClassID=1911]

At the Andrew Hill 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 2016-2017 school year.

The average 180 class attendance for the 19 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **99.7%**.

GPA's available for the 19 students that remained in the program prior to training was 1.39. At the end of the 1st Semester, their average GPA improved to 1.88, representing a **35.3% increase**.

## Core Grades

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 1.37 prior to the training. At the end of the 1st Semester, their average improved to 2.57, representing an **87.6% increase**.

### Mathematics

Grades were available for 17 of the 19 students that remained in the Mathematics 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 0.59, representing a **73.5% increase**.

### Social Studies

Grades were available for 10 of the 19 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.98 prior to the training. At the end of the 1st Semester, their average reduced to 1.5, representing a **24.2% decrease**.

### Sciences

Grades were available for 17 of the 19 students that remained in the Sciences 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 0.75, representing a **59.6% increase**.

## Full Day Unexcused Absences

Full day absences for 19 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 19 students in the program revealed a total of 1 the semester before the training compared to 1 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 3.01 before the training compared to 4.25 at the end of the training period, representing a **41.3% increase**; the facilitator rated the students in the program on an average of 2.76 before the training compared to 3.82 at the end of the training period, representing a **38.3% increase**; the teachers rated the students in

the program on an average of 2.58 before the training compared to 3.46 at the end of the training period, representing a **34.1% increase**; and the parents rated the students in the program on an average of 2.94 before the training compared to 3.92 at the end of the training period, representing a **33.1% increase**.

### **Calero High School in SAN JOSE, CA; facilitator, Gregory Eiman [ClassID=1885]**

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 2016-2017 school year.

The average 180 class attendance for the 15 students that remained in the program at the end of the 1st Semester of the 2016-2017 school year was **95.2%**.

GPA's available for the 15 students that remained in the program prior to training was 2.12. At the end of the 1st Semester, their average GPA improved to 3.21, representing a **51.4% 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 2.27 prior to the training. At the end of the 1st Semester, their average improved to 3.3, representing a **45.4% increase**.

##### Mathematics

Grades were available for 14 of the 15 students that remained in the Mathematics 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 1.91, representing a **1.6% increase**.

##### Social Studies

Grades were available for the 15 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.62 prior to the training. At the end of the 1st Semester, their average improved to 2.72, representing a **67.9% increase**.

##### Sciences

Grades were available for the 15 students that remained in the Sciences 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 3.35, representing a **113.4% increase**.

#### Full Day Unexcused Absences

Full day absences for the 15 students that remained in the program were 33 the semester prior to the training compared to 10 during the 1st Semester, representing a **69.7% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for the 15 students in the program revealed a total of 13 the semester before the training compared to 4 during the 1st Semester, representing a **69.2% 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.

The students in the program rated themselves on an average of 2.99 before the training compared to 3.88 at the end of the training period, representing a **29.9% increase**; the facilitator rated the students in the program on an average of 2.99 before the training compared to 3.62 at the end of the training period, representing a **21% increase**; the teachers rated the students in the program on an average of 1.89 before the training compared to 3.22 at the end of the training period, representing a **70.1% increase**; and the parents rated the students in the program on an average of 3.02 before the training compared to 4.12 at the end of the training period, representing a **36.4% increase**.

### Calero High School in SAN JOSE, CA; facilitator, George Flores [ClassID=1889]

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 2016-2017 school year.

The average 180 class attendance for the 14 students that remained in the program at the end of the 1st Semester of the 2016-2017 school year was **90.7%**.

GPA's available for the 14 students that remained in the program prior to training was 1.79. At the end of the 1st Semester, their average GPA improved to 2.84, representing a **58.7% 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 1.61 prior to the training. At the end of the 1st Semester, their average improved to 3.41, representing a **111.8% increase**.

#### Mathematics

Grades were available for the 14 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.41 prior to the training. At the end of the 1st Semester, their average improved to 1.66, representing a **17.7% increase**.

### Social Studies

Grades were available for the 14 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.48 prior to the training. At the end of the 1st Semester, their average improved to 2.86, representing a **93.2% increase**.

### Sciences

Grades were available for the 14 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.55 prior to the training. At the end of the 1st Semester, their average improved to 2.43, representing a **56.8% increase**.

### Full Day Unexcused Absences

Full day absences for 14 students that remained in the program were 61 the semester prior to the training compared to 19 during the 1st Semester, representing a **68.9% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for the 14 students in the program revealed a total of 1 the semester before the training compared to 1 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 2.34 before the training compared to 3.96 at the end of the training period, representing a **68.9% increase**; the facilitator rated the students in the program on an average of 3.79 before the training compared to 4.75 at the end of the training period, representing a **25.2% increase**; the teachers rated the students in the program on an average of 2.04 before the training compared to 3.64 at the end of the training period, representing a **78.9% increase**; and the parents rated the students in the program on an average of 2.07 before the training compared to 4.24 at the end of the training period, representing a **105.3% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Sami Kidane [ClassID=1891]

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 2016-2017 school year.

The average 180 class attendance for the 17 students that remained in the program at the end of the 1st Semester of the 2016-2017 school year was **99.2%**.

GPA's available for the 17 students that remained in the program prior to training was 0.85. At the end of the 1st Semester, their average GPA improved to 2.58, representing a **203.5% 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 0.69 prior to the training. At the end of the 1st Semester, their average improved to 3.46, representing a **401.4% increase**.

### Mathematics

Grades were available for the 17 students that remained in the Mathematics 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 1.74, representing a **521.4% increase**.

### Social Studies

Grades were available for 3 of the 17 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.33 prior to the training. At the end of the 1st Semester, their average reduced to 0.92, representing a **30.8% decrease**.

### Sciences

Grades were available for the 17 students that remained in the Sciences 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 2.96, representing a **377.4% increase**.

## Full Day Unexcused Absences

Full day absences for the 17 students that remained in the program were 29 the semester prior to the training compared to 2 during the 1st Semester, representing a **93.1% decrease**.

## Documented Disciplinary Incidents

Combined disciplinary incidents records for the 17 students in the program revealed a total of 11 the semester before the training compared to 1 during the 1st Semester, representing a **90.9% 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 3.1 before the training compared to 3.73 at the end of the training period, representing a **20.3% increase**; the facilitator rated the students in the program on an average of 2.72 before the training compared to 3.45 at the end of the training period, representing a **26.8% increase**; the teachers rated the students in

the program on an average of 1.41 before the training compared to 2.79 at the end of the training period, representing a **97.9% increase**; and the parents rated the students in the program on an average of 3.08 before the training compared to 3.77 at the end of the training period, representing a **22.6% increase**.

### **Calero High School in SAN JOSE, CA; facilitator, Gary Liu [ClassID=1894]**

At Calero 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 2016-2017 school year.

The average 180 class attendance for the 8 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **89.6%**.

GPA's available for the 8 students that remained in the program prior to training was 3.28. At the end of the 1st Semester, their average GPA lowered to 2.88, representing a **12.2% decrease**.

#### 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 3.38 prior to the training. At the end of the 1st Semester, their average reduced to 2.88, representing a **14.8% decrease**.

##### Mathematics

Grades were available for the 8 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.75 prior to the training. At the end of the 1st Semester, their average reduced to 2.09, representing a **24.0% decrease**.

##### Social Studies

Grades were available for the 8 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.81 prior to the training. At the end of the 1st Semester, their average reduced to 2.22, representing a **21.0% decrease**.

##### Sciences

Grades were available for 4 of the 8 students that remained in the Sciences program, revealing an average starting baseline GPA of 3.56 prior to the training. At the end of the 1st Semester, their average reduced to 2.12, representing a **40.4% decrease**.

#### Full Day Unexcused Absences

Full day absences for the 8 students that remained in the program were 5 the semester prior to the training compared to 12 during the 1st Semester, representing a **140.0% increase**.



### Documented Disciplinary Incidents

Combined disciplinary incidents records for the 8 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 3.76 before the training compared to 4.39 at the end of the training period, representing a **16.6% increase**; the facilitator rated the students in the program on an average of 3.04 before the training compared to 3.76 at the end of the training period, representing a **23.9% increase**; the teachers rated the students in the program on an average of 3.52 before the training compared to 3.72 at the end of the training period, representing a **5.7% increase**; and the parents rated the students in the program on an average of 3.54 before the training compared to 4.18 at the end of the training period, representing an **18% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Ashley Redhill [ClassID=1898]

At Calero High School, 20 students enrolled in the 180 Degrees Program and 20 remained active in the program at the end of the 1st Semester of the 2016-2017 school year.

The average 180 class attendance for the 20 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **93.8%**.

GPA's available for 19 students that remained in the program prior to training was 0.89. At the end of the 1st Semester, their average GPA improved to 2.98, representing a **234.8% increase**.

### Core Grades

Of the 20 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

#### Language Arts

Grades were available for 19 of the 20 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.54 prior to the training. At the end of the 1st Semester, their average improved to 3.76, representing a **596.3% increase**.

#### Mathematics

Grades were available for 18 of the 20 students that remained in the Mathematics 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 2.25, representing a **525.0% increase**.

## Sciences

Grades were available for 19 of the 20 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 2.92, representing a **412.3% increase**.

### Full Day Unexcused Absences

Full day absences for 19 of the 20 students that remained in the program were 36 the semester prior to the training compared to 25 during the 1st Semester, representing a **30.6% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 19 of the 20 students in the program revealed a total of 3 the semester before the training compared to 1 during the 1st Semester, representing a **66.7% 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 2.44 before the training compared to 3.32 at the end of the training period, representing a **36.1% increase**; the facilitator rated the students in the program on an average of 1.72 before the training compared to 2.61 at the end of the training period, representing a **51.7% increase**; the teachers rated the students in the program on an average of 1.87 before the training compared to 3.19 at the end of the training period, representing a **71.1% increase**; and the parents rated the students in the program on an average of 2.34 before the training compared to 3.55 at the end of the training period, representing a **51.5% increase**.

## Calero High School in SAN JOSE, CA; facilitator, Gabriel Resendez [ClassID=1901]

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 2016-2017 school year.

The average 180 class attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **98.7%**.

GPA's available for the 16 students that remained in the program prior to training was 1.73. At the end of the 1st Semester, their average GPA improved to 2.93, representing a **69.4% 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 2.06 prior to the training. At the end of the 1st Semester, their average improved to 3.58, representing a **73.8% increase**.

### Mathematics

Grades were available for the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.31 prior to the training. At the end of the 1st Semester, their average improved to 1.92, representing a **46.6% increase**.

### Social Studies

Grades were available for the 16 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.09 prior to the training. At the end of the 1st Semester, their average improved to 2.61, representing a **139.4% increase**.

### Sciences

Grades were available for 14 of the 16 students that remained in the Sciences 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 2.7, representing a **104.5% increase**.

### Full Day Unexcused Absences

Full day absences for 16 students that remained in the program were 44 the semester prior to the training compared to 32 during the 1st Semester, representing a **27.3% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 16 students in the program revealed a total of 11 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 2.62 before the training compared to 3.78 at the end of the training period, representing a **44.5% increase**; the facilitator rated the students in the program on an average of 2.7 before the training compared to 3.69 at the end of the training period, representing a **36.8% increase**; the teachers rated the students in the program on an average of 2.04 before the training compared to 3.21 at the end of the training period, representing a **57.5% increase**; and the parents rated the students in the program on an average of 2.42 before the training compared to 3.8 at the end of the training period, representing a **56.7% increase**.

## Calero High School in SAN JOSE, CA; facilitator, Adele Sagun-Persicone [ClassID=1903]

At Calero High School, 11 students enrolled in the 180 Degrees Program and 11 remained active in the program at the end of the 1st Semester of the 2016-2017 school year.

The average 180 class attendance for the 11 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **90.0%**.

GPA's available for the 11 students that remained in the program prior to training was 2.2. At the end of the 1st Semester, their average GPA improved to 2.48, representing a **12.7% increase**.

### Core Grades

Of the 11 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

#### Language Arts

Grades were available for the 11 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 improved to 2.68, representing a **16.5% increase**.

#### Mathematics

Grades were available for 10 of the 11 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.55 prior to the training. At the end of the 1st Semester, their average remained at 1.55, representing a **0.0% change**.

#### Social Studies

Grades were available for the 11 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.77 prior to the training. At the end of the 1st Semester, their average reduced to 1.66, representing a **6.2% decrease**.

#### Sciences

Grades were available for 9 of the 11 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.33 prior to the training. At the end of the 1st Semester, their average reduced to 2.11, representing a **9.4% decrease**.

### Full Day Unexcused Absences

Full day absences for 11 students that remained in the program were 37 the semester prior to the training compared to 11 during the 1st Semester, representing a **70.3% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for the 11 students in the program revealed a total of 0

The semester before the training compared to 1 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 2.35 before the training compared to 3.85 at the end of the training period, representing a **63.7% increase**; the facilitator rated the students in the program on an average of 2.94 before the training compared to 4.18 at the end of the training period, representing a **42.4% increase**; the teachers rated the students in the program on an average of 1.95 before the training compared to 2.89 at the end of the training period, representing a **48.6% increase**; and the parents rated the students in the program on an average of 2.75 before the training compared to 3.67 at the end of the training period, representing a **33.3% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Sue Tatro [ClassID=1905]

At Calero High School, 10 students enrolled in the 180 Degrees Program and 10 remained active in the program at the end of the 1st Semester of the 2016-2017 school year.

The average 180 class attendance for the 10 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **99.1%**.

GPA's available for the 10 students that remained in the program prior to training was 2.6. At the end of the 1st Semester, their average GPA improved to 2.84, representing a **9.2% increase**.

### Core Grades

Of the 10 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

#### Language Arts

Grades were available for the 10 students that remained in the Language Arts program, revealing an average starting baseline GPA of 2.85 prior to the training. At the end of the 1st Semester, their average reduced to 2.68, representing a **6.0% decrease**.

#### Mathematics

Grades were available for the 10 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.17 prior to the training. At the end of the 1st Semester, their average improved to 2.4, representing a **10.6% increase**.

### Social Studies

Grades were available for the 10 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.25 prior to the training. At the end of the 1st Semester, their average reduced to 2.08, representing a **7.6% decrease**.

### Sciences

Grades were available for 8 of the 10 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.91 prior to the training. At the end of the 1st Semester, their average improved to 2.53, representing a **32.5% increase**.

### Full Day Unexcused Absences

Full day absences for the 10 students that remained in the program were 37 the semester prior to the training compared to 9 during the 1st Semester, representing a **75.7% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for the 10 students in the program revealed a total of 3 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 3.06 before the training compared to 4.17 at the end of the training period, representing a **36.3% increase**; the facilitator rated the students in the program on an average of 2.76 before the training compared to 4.59 at the end of the training period, representing a **66.3% increase**; the teachers rated the students in the program on an average of 3.14 before the training compared to 4.33 at the end of the training period, representing a **37.9% increase**; and the parents rated the students in the program on an average of 2.86 before the training compared to 3.75 at the end of the training period, representing a **31.1% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Joe VanSambeek [ClassID=1907]

At Calero High School, 20 students enrolled in the 180 Degrees Program and 20 remained active in the program at the end of the 1st Semester of the 2016-2017 school year.

The average attendance for the 20 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **94.6%**.

GPA's available for the 20 students that remained in the program prior to training was 0.8. At the end of the 1st Semester, their average GPA improved to 2.81, representing a **251.2% increase**.

## Core Grades

Of the 20 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

### Language Arts

Grades were available for the 20 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 3.01, representing a **554.3% increase**.

### Mathematics

Grades were available for the 20 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 2.01, representing a **905.0% increase**.

### Social Studies

Grades were available for 1 of the 20 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 20 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 3.04, representing a **334.3% increase**.

## Full Day Unexcused Absences

Full day absences for 20 students that remained in the program were 75 the semester prior to the training compared to 15 during the 1st Semester, representing an **80.0% decrease**.

## Documented Disciplinary Incidents

Combined disciplinary incidents records for 20 students in the program revealed a total of 32 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 2.47 before the training compared to 3.77 at the end of the training period, representing a **52.6% increase**; the facilitator rated the students in the program on an average of 2 before the training compared to 2.93 at the end of the training period, representing a **46.5% increase**; the teachers rated the students in the

program on an average of 2.23 before the training compared to 3.12 at the end of the training period, representing a **39.7% increase**; and the parents rated the students in the program on an average of 2.38 before the training compared to 3.69 at the end of the training period, representing a **55% increase**.

### **Calero High School in SAN JOSE, CA; facilitator, Jeneva Westendorf [ClassID=1909]**

At Calero 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 2016-2017 school year.

The average 180 class attendance for the 31 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **95.3%**.

GPA's available for the 31 students that remained in the program prior to training was 3.36. At the end of the 1st Semester, their average GPA lowered to 3.15, representing a **6.2% decrease**.

#### 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 30 of the 31 students that remained in the Language Arts program, revealing an average starting baseline GPA of 3.62 prior to the training. At the end of the 1st Semester, their average reduced to 3.58, representing a **1.1% decrease**.

##### Mathematics

Grades were available for 28 of the 31 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.74 prior to the training. At the end of the 1st Semester, their average reduced to 2.51, representing an **8.4% decrease**.

##### Social Studies

Grades were available for the 31 students that remained in the Social Studies program, revealing an average starting baseline GPA of 3.16 prior to the training. At the end of the 1st Semester, their average reduced to 2.65, representing a **16.1% decrease**.

##### Sciences

Grades were available for 18 of the 31 students that remained in the Sciences program, revealing an average starting baseline GPA of 3.32 prior to the training. At the end of the 1st Semester, their average improved to 3.53, representing a **6.3% increase**.

#### Full Day Unexcused Absences

Full day absences for 31 students that remained in the program were 45 the semester prior to the training compared to 2 during the 1st Semester, representing a **95.6% decrease**.



### Documented Disciplinary Incidents

Combined disciplinary incidents records for 31 students in the program revealed a total of 0 the semester before the training compared to 1 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 3.03 before the training compared to 4.19 at the end of the training period, representing a **38.2% increase**; the facilitator rated the students in the program on an average of 3.09 before the training compared to 3.92 at the end of the training period, representing a **26.9% increase**; the teachers rated the students in the program on an average of 2.79 before the training compared to 3.95 at the end of the training period, representing a **41.5% increase**; and the parents rated the students in the program on an average of 2.67 before the training compared to 3.88 at the end of the training period, representing a **45.2% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Israel Lara [ClassID=1893]

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 2016-2017 school year.

The average 180 class attendance for the 15 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **99.2%**.

GPA's available for the 15 students that remained in the program prior to training was 1.02. At the end of the 1st Semester, their average GPA improved to 2.94, representing a **188.2% 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 1.02 prior to the training. At the end of the 1st Semester, their average improved to 3.38, representing a **231.4% increase**.

#### Mathematics

Grades were available for the 15 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.68 prior to the training. At the end of the 1st Semester,

their average improved to 2.07, representing a **204.4% increase**.

#### Social Studies

Grades were available for 8 of the 15 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.03 prior to the training. At the end of the 1st Semester, their average improved to 2.97, representing a **188.3% increase**.

#### Sciences

Grades were available for the 15 students that remained in the Sciences 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 2.93, representing a **257.3% increase**.

#### Full Day Unexcused Absences

Full day absences for 15 students that remained in the program were 43 the semester prior to the training compared to 4 during the 1st Semester, representing a **90.7% decrease**.

#### Documented Disciplinary Incidents

Combined disciplinary incidents records for 15 students in the program revealed a total of 17 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 2.65 before the training compared to 4.11 at the end of the training period, representing a **54.9% increase**; the facilitator rated the students in the program on an average of 2.17 before the training compared to 3.23 at the end of the training period, representing a **48.5% increase**; the teachers rated the students in the program on an average of 3.37 before the training compared to 4.31 at the end of the training period, representing a **27.9% increase**; and the parents rated the students in the program on an average of 2.41 before the training compared to 3.87 at the end of the training period, representing a **60.9% increase**.

#### **Calero High School in SAN JOSE, CA; facilitator, Cisco Regalado [ClassID=1900]**

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 2016-2017 school year.

The average 180 class attendance for the 14 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **99.3%**.

GPA's available for the 14 students that remained in the program prior to training was 1.17. At the end of the 1st Semester, their average GPA improved to 2.84, representing a **142.7% 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 1.04 prior to the training. At the end of the 1st Semester, their average improved to 3, representing a **188.5% increase**.

#### Mathematics

Grades were available for the 14 students that remained in the Mathematics 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 2.07, representing a **122.6% increase**.

#### Social Studies

Grades were available for 5 of the 14 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 2.6, representing a **160.0% increase**.

#### Sciences

Grades were available for the 14 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.54 prior to the training. At the end of the 1st Semester, their average improved to 2.5, representing a **363.0% increase**.

### Full Day Unexcused Absences

Full day absences for 14 students that remained in the program were 57 the semester prior to the training compared to 2 during the 1st Semester, representing a **96.5% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 14 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 2.82 before the training compared to 4.06 at the end of the training period, representing a **44.1% increase**; the facilitator rated the students in the program on an average of 2.58 before the training compared to 3.71 at the end of the training period, representing a **43.8% increase**; the teachers rated the students in the program on an average of 3.36 before the training compared to 4.32 at the end of the training period, representing a **28.7% increase**; and the parents rated the students in the program on an average of 2.68 before the training compared to 3.92 at the end of the training period, representing a **46.4% increase**.

### **Santa Theresa High School in SAN JOSE, CA; facilitator, Theresa Chaid [ClassID=1884]**

At Santa Theresa 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 2016-2017 school year.

The average 180 class attendance for the 19 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **98.6%**.

GPA's available for the 19 students that remained in the program prior to training was 0.58. At the end of the 1st Semester, their average GPA improved to 1.83, representing a **215.5% increase**.

#### Core Grades

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 0.82 prior to the training. At the end of the 1st Semester, their average improved to 1.95, representing a **137.8% increase**.

##### Mathematics

Grades were available for the 19 students that remained in the Mathematics 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 0.87, representing a **128.9% increase**.

##### Sciences

Grades were available for the 19 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 1.09, representing a **91.2% increase**.

#### Full Day Unexcused Absences

Full day absences for 19 students that remained in the program were 275 the semester prior to the training compared to 55 during the 1st Semester, representing an **80.0% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 19 students in the program revealed a total of 31 the semester before the training compared to 1 during the 1st Semester, representing a **96.8% 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 3.34 before the training compared to 3.95 at the end of the training period, representing an **18.5% increase**; the facilitator rated the students in the program on an average of 1.73 before the training compared to 3.06 at the end of the training period, representing a **77.1% increase**; the teachers rated the students in the program on an average of 1.79 before the training compared to 2.66 at the end of the training period, representing a **48.4% increase**; and the parents rated the students in the program on an average of 2.89 before the training compared to 3.76 at the end of the training period, representing a **30.2% increase**.

### Silver Creek High School in SAN JOSE, CA; facilitator, William Henninger [ClassID=1887]

At Silver Creek High School, 20 students enrolled in the 180 Degrees Program and 20 remained active in the program at the end of the 1st Semester of the 2016-2017 school year.

The average 180 class attendance for the 20 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **94.8%**.

GPA's available for the 20 students that remained in the program prior to training was 0.67. At the end of the 1st Semester, their average GPA improved to 1.61, representing a **140.3% increase**.

### Core Grades

Of the 20 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded:

#### Language Arts

Grades were available for the 20 students that remained in the Language Arts 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 1.23, representing a **392.0% increase**.

#### Mathematics

Grades were available for the 20 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.22 prior to the training. At the end of the 1st Semester, their average improved to 0.51, representing a **131.8% increase**.

## Sciences

Grades were available for the 20 students that remained in the Sciences 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 0.94, representing a **2,250.0% increase**.

## Full Day Unexcused Absences

Full day absences for 20 students that remained in the program were 104 the semester prior to the training compared to 11 during the 1st Semester, representing an **89.4% decrease**.

## Documented Disciplinary Incidents

Combined disciplinary incidents records for 20 students in the program revealed a total of 28 the semester before the training compared to 4 during the 1st Semester, representing an **85.7% 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 2.87 before the training compared to 3.56 at the end of the training period, representing a **24% increase**; the facilitator rated the students in the program on an average of 2.19 before the training compared to 3.08 at the end of the training period, representing a **40.3% increase**; the teachers rated the students in the program on an average of 2.6 before the training compared to 3.01 at the end of the training period, representing a **16% increase**; and the parents rated the students in the program on an average of 2.86 before the training compared to 3.51 at the end of the training period, representing a **22.9% increase**.

## Silver Creek High School in SAN JOSE, CA; facilitator, Alex Mendoza [ClassID=1896]

At Silver Creek 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 2016-2017 school year.

The average 180 class attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **97.5%**.

GPA's available for the 16 students that remained in the program prior to training was 2.27. At the end of the 1st Semester, their average GPA lowered to 1.42, representing a **37.4% decrease**.

## 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 1.33 prior to the training. At the end of the 1st Semester, their average reduced to 1.03, representing a **22.6% decrease**.

### Mathematics

Grades were available for the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.36 prior to the training. At the end of the 1st Semester, their average reduced to 0.47, representing a **65.4% decrease**.

### Sciences

Grades were available for the 16 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.31 prior to the training. At the end of the 1st Semester, their average reduced to 0.52, representing a **60.3% decrease**.

### Full Day Unexcused Absences

Full day absences for 16 students that remained in the program were 3 the semester prior to the training compared to 13 during the 1st Semester, representing a **333.3% increase**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 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 3.76 before the training compared to 3.74 at the end of the training period, representing a **0.7% decrease**; the facilitator rated the students in the program on an average of 2.28 before the training compared to 2.78 at the end of the training period, representing a **21.6% increase**; the teachers rated the students in the program on an average of 2.4 before the training compared to 2.96 at the end of the training period, representing a **23.2% increase**; and the parents rated the students in the program on an average of 3.56 before the training compared to 3.53 at the end of the training period, representing a **0.9% decrease**.

### Silver Creek High School in SAN JOSE, CA; facilitator, Chrissy Molfino [ClassID=1897]

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 2016-2017 school year.

The average 180 class attendance for the 14 students that remained in the program at the end of the 1st Semester of the 2016-2017 school - year was **89.4%**.

GPA's available for the 14 students that remained in the program prior to training was 0.81. At the end of the 1st Semester, their average GPA improved to 1.29, representing a **59.3% 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 0.27 prior to the training. At the end of the 1st Semester, their average improved to 0.91, representing a **237.0% increase**.

##### Mathematics

Grades were available for the 14 students that remained in the Mathematics 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 0.5, 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 0.14 prior to the training. At the end of the 1st Semester, their average improved to 0.73, representing a **421.4% increase**.

#### Full Day Unexcused Absences

Full day absences for 14 students that remained in the program were 210 the semester prior to the training compared to 47 during the 1st Semester, representing a **77.6% 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 2.87 before the training compared to 3.24 at the end of the training period, representing a **12.7% increase**; the facilitator



rated the students in the program on an average of 2.14 before the training compared to 3.02 at the end of the training period, representing a **41% increase**; the teachers rated the students in the program on an average of 2.32 before the training compared to 2.54 at the end of the training period, representing a **9.5% increase**; and the parents rated the students in the program on an average of 2.53 before the training compared to 3.19 at the end of the training period, representing a **26% increase**.