

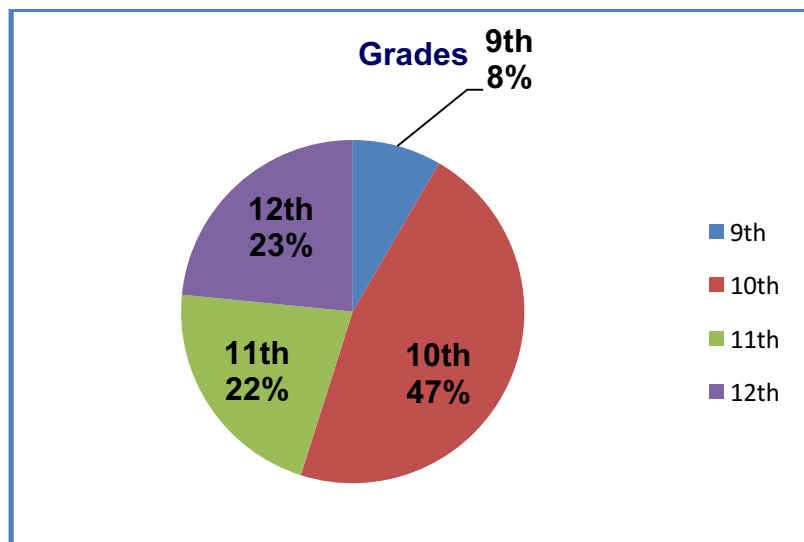
**Executive Summary  
East Side Union High School District  
1st Semester 2015-2016 School - Year**

This summary details the statistical results of the 180 Degrees Program that ended during the 1st Semester of the 2015-2016 school year at the following 4 schools in the East Side Union High School District, San Jose, CA.

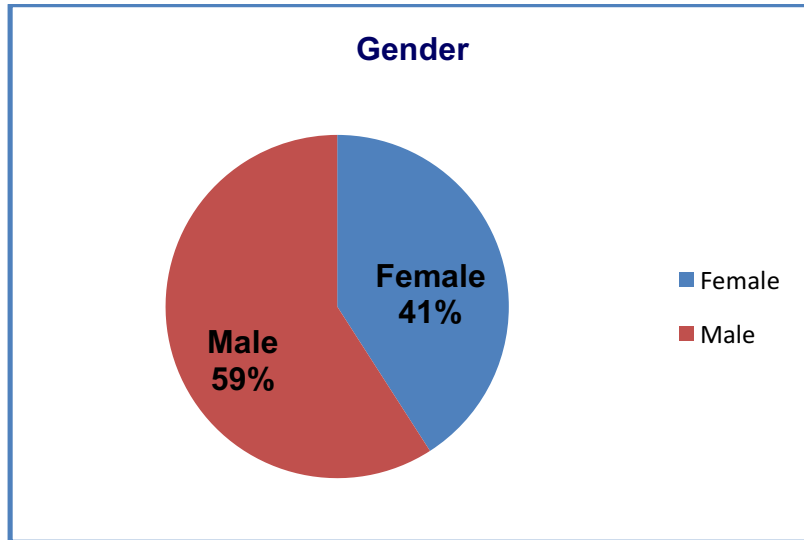
The schools and number of students participating in the project were:

Andrew Hill High School, 3 classes with 57 students  
Calero High School, 9 classes with 167 students  
Santa Theresa High School, 1 class with 18 students  
Silver Creek High School, 2 classes with 44 students

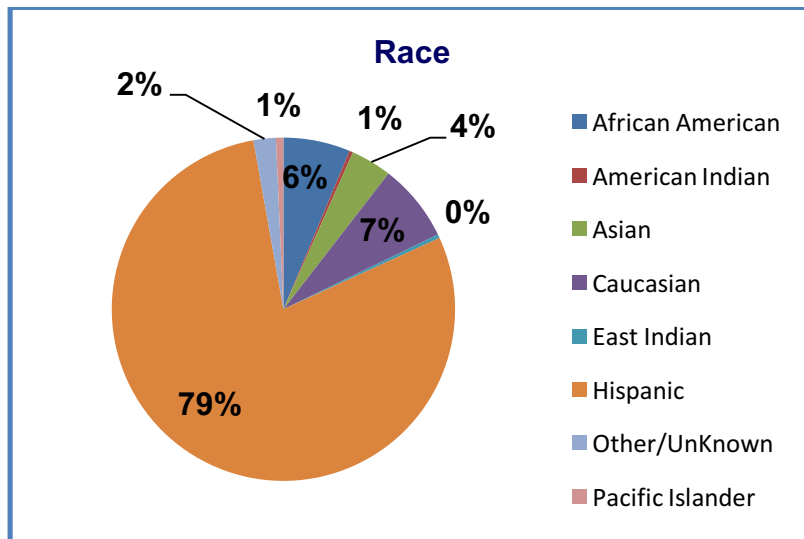
The project commenced with the beginning of the 1st Semester, approximately August 11, 2015. The 1st Semester ended approximately January 01, 2016. A total of 286 students enrolled in the project at 4 schools: 24 - 9th grade students, 133 - 10th grade students, 62 - 11th grade students and 67 - 12th 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 2015-2016 school year was as follows:



Students gender and ethnicity consisted of 117 Female (40.9%); 169 Male (59.1%); 18 African American (6.3%); 1 American Indian (0.3%); 11 Asian (3.8%); 21 Caucasian (7.3%); 1 East Indian (0.3%); 226 Hispanic (79.0%); 2 Pacific Islander (0.7%); 6 other/unknown (2.1%).

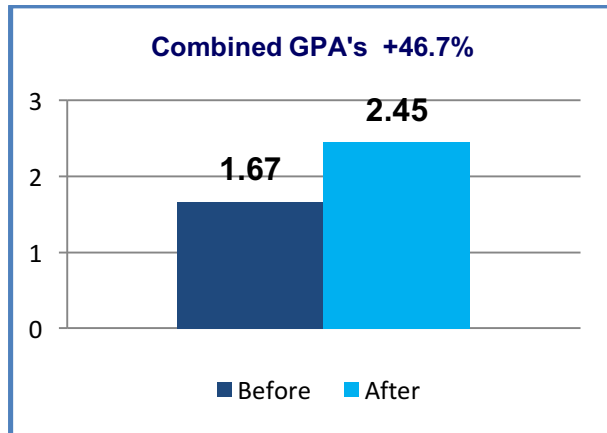


Progress of the students was measured by a pre and post program comparative analysis of the students' GPA's, Core Grades (Language Arts, Mathematics, Social Studies and Sciences), Full Day Absences, Documented Disciplinary Incidents and Life Skills Development. The data was collected from school records 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 275 of the 286 students that remained in the program was **94.3%**.

GPA's available for 261 of the 286 students that remained in the program prior to training was 1.67. At the end of the 1st Semester, their average GPA improved to 2.45, representing a **46.7% increase**.

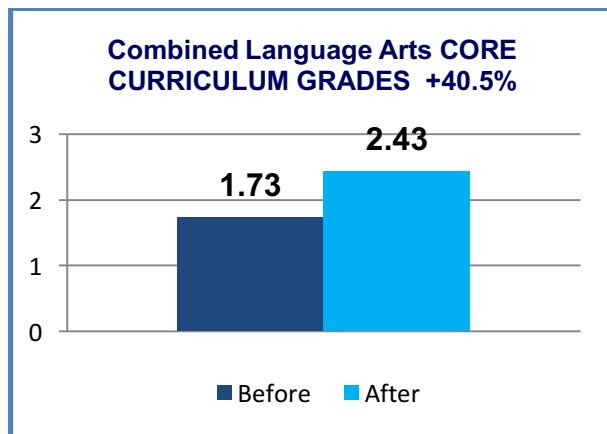


#### Core Grades

Of the 286 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

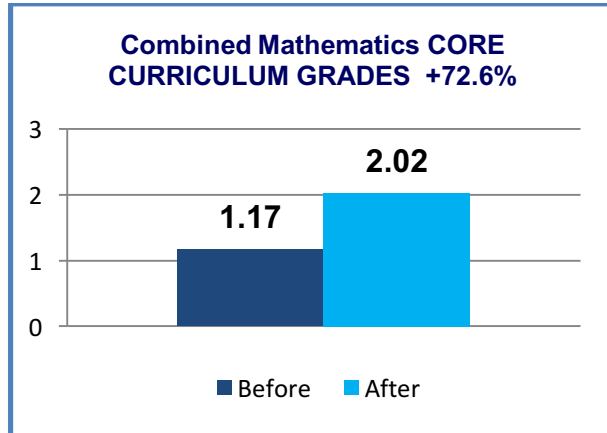
#### Language Arts

Grades were available for the 260 of the 286 students that remained in the Language Arts program, revealing an average starting baseline GPA of 1.73 prior to the training. At the end of the 1st Semester, their average improved to 2.43, representing a **40.5% increase**.



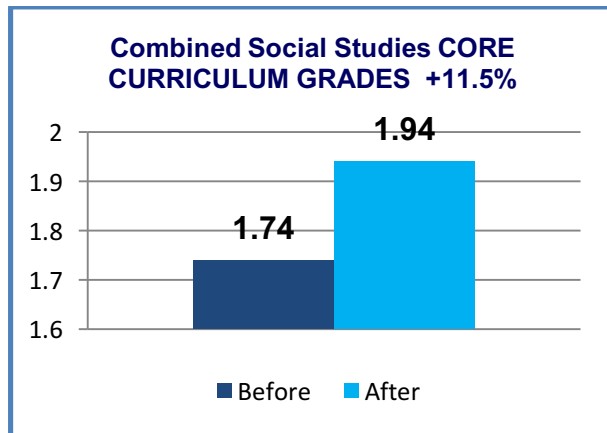
## Mathematics

Grades were available for the 246 of the 286 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.17 prior to the training. At the end of the 1st Semester, their average improved to 2.02, representing a **72.6% increase**.



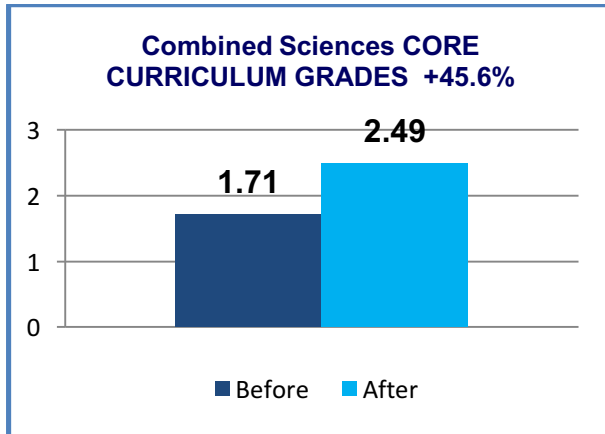
## Social Studies

Grades were available for the 165 of the 286 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.74 prior to the training. At the end of the 1st Semester, their average improved to 1.94, representing an **11.5% increase**.



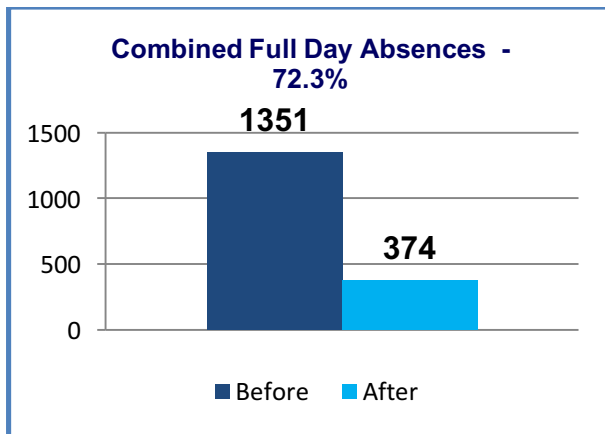
## Sciences

Grades were available for the 253 of the 286 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.71 prior to the training. At the end of the 1st Semester, their average improved to 2.49, representing a **45.6% increase**.



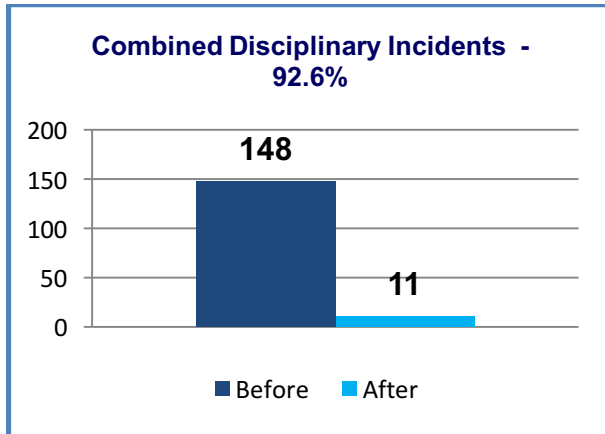
Full Day Unexcused Absences

Full day absences for 261 of the 286 students that remained in the program were 1351 the semester prior to the training compared to 374 during the 1st Semester, representing a **72.3% decrease**.



Documented Disciplinary Incidents

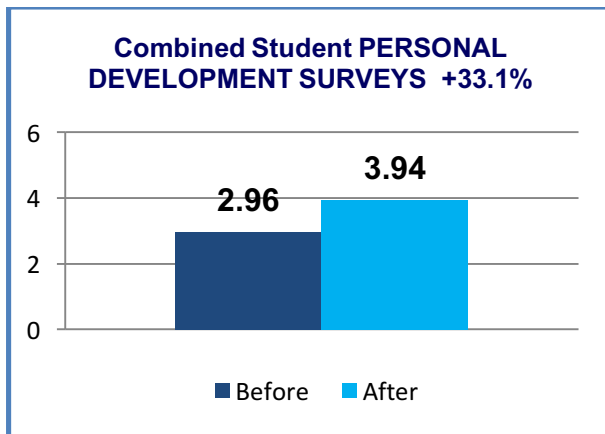
Combined disciplinary incidents records for 255 of the 286 students in the program revealed a total of 148 the semester before the training compared to 11 during the 1st Semester, representing a **92.6% decrease**.



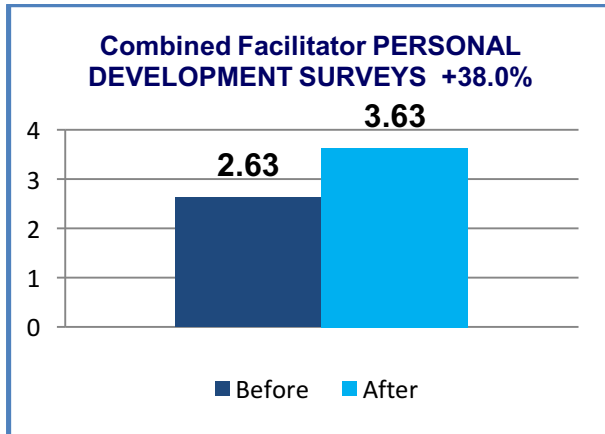
Personal Development Surveys

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.

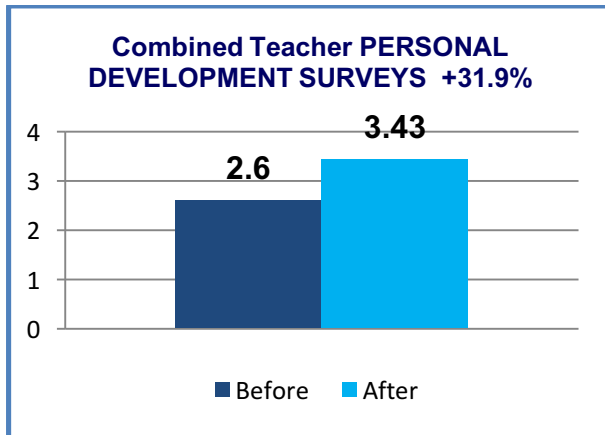
Personal Development Surveys completed by students in the program rated themselves on an average of 2.96 before the training compared to 3.94 at the end of the training period, representing a **33.1% increase**.



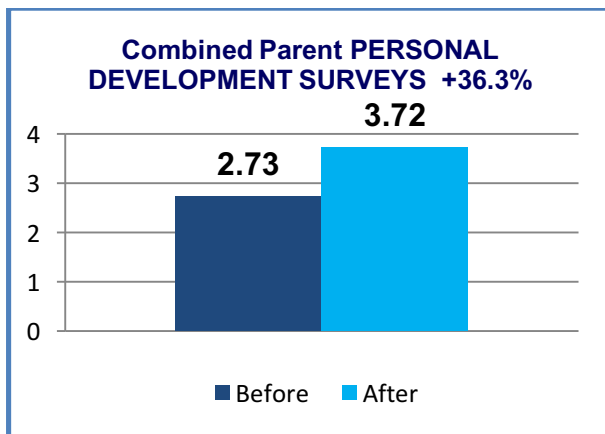
Personal Development Surveys completed by Facilitators rated the students in the program on an average of 2.63 before the training compared to 3.63 at the end of the training period, representing a **38.0% increase**.



Personal Development Surveys completed by Teachers rated the students in the program on an average of 2.6 before the training compared to 3.43 at the end of the training period, representing a **31.9% increase**.



Personal Development Surveys completed by Parents rated the students in the program on an average of 2.73 before the training compared to 3.72 at the end of the training period, representing a **36.3% increase**.



## Andrew Hill High School in SAN JOSE, CA; facilitator, Israel Lara [ClassID=1724]

At the 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 2015-2016 school year.

The average attendance for the 17 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **98.3%**.

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 lowered to 1.39, representing a **19.7% decrease**.

### 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 16 of the 17 students that remained in the Language Arts program, revealing an average starting baseline GPA of 1.44 prior to the training. At the end of the 1st Semester, their average reduced to 0.88, representing a **38.9% decrease**.

#### Mathematics

Grades were available for the 14 of the 17 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.5 prior to the training. At the end of the 1st Semester, their average reduced to 1.04, representing a **30.7% decrease**.

#### Social Studies

Grades were available for the 16 of the 17 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.44 prior to the training. At the end of the 1st Semester, their average reduced to 1.3, representing a **9.7% decrease**.

#### Sciences

Grades were available for the 15 of the 17 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.93 prior to the training. At the end of the 1st Semester, their average reduced to 0.67, representing a **28.0% decrease**.

### Full Day Unexcused Absences

Full day absences for 16 of the 17 students that remained in the program were 25 the semester prior to the training compared to 18 during the 1st Semester, representing a **28.0% decrease**.



### Documented Disciplinary Incidents

Combined disciplinary incidents records for 16 of the 17 students in the program revealed a total of 10 the semester before the training compared to 1 during the 1st Semester, representing a **90.0% decrease**.

### Personal Development Surveys

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

The students in the program rated themselves on an average of 1.71 before the training compared to 4.15 at the end of the training period, representing a **143.4% increase**; the facilitator rated the students in the program on an average of 1.55 before the training compared to 3.65 at the end of the training period, representing a **134.8% increase**; the teachers rated the students in the program on an average of 2.79 before the training compared to 3.5 at the end of the training period, representing a **25.6% increase**; and the parents rated the students in the program on an average of 3.37 before the training compared to 4.49 at the end of the training period, representing a **33.5% increase**.

### Andrew Hill High School in SAN JOSE, CA; facilitator, Christine Janisch [ClassID=1723]

At the Andrew Hill High School, 29 students enrolled in the 180 Degrees Program and 29 remained active in the program at the end of the 1st Semester of the 2015-2016 school year.

The average attendance for the 29 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **99.1%**.

GPA's available for 25 of the 29 students that remained in the program prior to training was 0.84. At the end of the 1st Semester, their average GPA improved to 1.65, representing a **96.4% increase**.

### Core Grades

Of the 29 students completing the 1st Semester 180 programming, the following core academic subjects listed below were graded.

#### Language Arts

Grades were available for the 24 of the 29 students that remained in the Language Arts 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 1.38, representing a **62.4% increase**.

### Mathematics

Grades were available for the 21 of the 29 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.31 prior to the training. At the end of the 1st Semester, their average improved to 0.56, representing an **80.6% increase**.

### Social Studies

Grades were available for the 17 of the 29 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 1.53, representing a **48.5% increase**.

### Sciences

Grades were available for the 20 of the 29 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 0.99, representing a **147.5% increase**.

### Full Day Unexcused Absences

Full day absences for 25 of the 29 students that remained in the program were 155 the semester prior to the training compared to 25 during the 1st Semester, representing an **83.9% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 22 of the 29 students in the program revealed a total of 28 the semester before the training compared to 1 during the 1st Semester, representing a **96.4% 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 2.49 before the training compared to 3.71 at the end of the training period, representing a **48.8% increase**; the facilitator rated the students in the program on an average of 2.67 before the training compared to 4.31 at the end of the training period, representing a **61.5% increase**; the teachers rated the students in the program on an average of 2.35 before the training compared to 3.92 at the end of the training period, representing a **66.7% increase**; and the parents rated the students in the program on an average of 2.47 before the training compared to 3.59 at the end of the training period, representing a **45.4% increase**.

**Andrew Hill High School in SAN JOSE, CA; facilitator, Cisco Regalado [ClassID=1730]**

At the Andrew Hill 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 2015-2016 school year.

Missing attendance data.

Missing GPAs.

Missing Core Curriculum.

Missing Absence Data.

Missing Disciplinary Data.

Missing Evaluation Survey Data.

**Calero High School in SAN JOSE, CA; facilitator, Javad Aryan [ClassID=1719]**

At the Calero High School, 19 students enrolled in the 180 Degrees Program and 19 remained active in the program at the end of the 1st Semester of the 2015-2016 school year.

The average attendance for the 19 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **96.6%**.

GPA's available for the 19 students that remained in the program prior to training was 2.31. At the end of the 1st Semester, their average GPA improved to 3.33, representing a **44.2% 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 2.5 prior to the training. At the end of the 1st Semester, their average improved to 3.63, representing a **45.2% increase**.

Mathematics

Grades were available for the 19 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.63 prior to the training. At the end of the 1st Semester, their average improved to 2.42, representing a **48.5% increase**.

### Social Studies

Grades were available for the 19 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.21 prior to the training. At the end of the 1st Semester, their average improved to 2.75, representing a **24.4% increase**.

### Sciences

Grades were available for the 19 students that remained in the Sciences program, revealing an average starting baseline GPA of 3.3 prior to the training. At the end of the 1st Semester, their average improved to 3.84, representing a **16.4% increase**.

### Full Day Unexcused Absences

Full day absences for 19 students that remained in the program were 24 the semester prior to the training compared to 11 during the 1st Semester, representing a **54.2% decrease**.

### 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 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 3.16 before the training compared to 3.93 at the end of the training period, representing a **24.1% increase**; the facilitator rated the students in the program on an average of 3.77 before the training compared to 4.42 at the end of the training period, representing a **17.2% increase**; the teachers rated the students in the program on an average of 2.62 before the training compared to 3.64 at the end of the training period, representing a **38.8% increase**; and the parents rated the students in the program on an average of 2.64 before the training compared to 3.71 at the end of the training period, representing a **40.7% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Gregory Eiman [ClassID=1721]

At the 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 2015-2016 school year.

The average attendance for the 20 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **95.2%**.

GPA's available for the 19 students that remained in the program prior to training was 0.81. At the end of the 1st Semester, their average GPA improved to 2.97, representing a **266.7% 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 19 of the 20 students that remained in the Language Arts program, revealing an average starting baseline GPA of 1.05 prior to the training. At the end of the 1st Semester, their average improved to 3.38, representing a **221.9% increase**.

#### Mathematics

Grades were available for the 19 of the 20 students that remained in the Mathematics 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 3.29, representing a **631.1% increase**.

#### Sciences

Grades were available for the 19 of the 20 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 4.09, representing a **770.2% increase**.

#### Full Day Unexcused Absences

Full day absences for 19 of the 20 students that remained in the program were 72 the semester prior to the training compared to 13 during the 1st Semester, representing an **81.9% decrease**.

#### Documented Disciplinary Incidents

Combined disciplinary incidents records for 19 of the 20 students in the program revealed a total of 21 the semester before the training compared to 2 during the 1st Semester, representing a **90.5% 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 2.98 before the training compared to 3.85 at the end of the training period, representing a **29.4% increase**; the facilitator rated the students in the program on an average of 2.91 before the training compared to 3.62 at the end of the training period, representing a **24.2% increase**; the teachers rated the students in the program on an average of 2.68 before the training compared to 3.42 at the end of the training period, representing a **27.6% increase**; and the parents rated the students in the

program on an average of 2.13 before the training compared to 3.64 at the end of the training period, representing a **70.6% increase**.

### **Calero High School in SAN JOSE, CA; facilitator, Kathleen Leal [ClassID=1725]**

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 2015-2016 school year.

The average attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **91.9%**.

GPA's available for the 15 students that remained in the program prior to training was 0.71. At the end of the 1st Semester, their average GPA improved to 2.77, representing a **290.1% 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 15 of the 16 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.8 prior to the training. At the end of the 1st Semester, their average improved to 3.32, representing a **315.0% increase**.

#### Mathematics

Grades were available for the 14 of the 16 students that remained in the Mathematics 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 3.09, representing a **618.6% increase**.

#### Sciences

Grades were available for the 15 of the 16 students that remained in the Sciences 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 3.07, representing a **309.3% increase**.

#### Full Day Unexcused Absences

Full day absences for 15 of the 16 students that remained in the program were 36 the semester prior to the training compared to 9 during the 1st Semester, representing a **75.0% decrease**.

#### Documented Disciplinary Incidents

Combined disciplinary incidents records for 15 of the 16 students in the program revealed a total of 14 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease**.

## Personal Development Surveys

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

The students in the program rated themselves on an average of 2.6 before the training compared to 4.21 at the end of the training period, representing a **62% increase**; the facilitator rated the students in the program on an average of 1.89 before the training compared to 2.98 at the end of the training period, representing a **57.4% increase**; the teachers rated the students in the program on an average of 2.28 before the training compared to 3.21 at the end of the training period, representing a **40.5% increase**; and the parents rated the students in the program on an average of 1.85 before the training compared to 3.05 at the end of the training period, representing a **64.4% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Gary Liu [ClassID=1726]

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 2015-2016 school year.

The average attendance for the 16 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **94.4%**.

GPA's available for the 16 students that remained in the program prior to training was 2.55. At the end of the 1st Semester, their average GPA improved to 3.32, representing a **30.2% 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 2.58 prior to the training. At the end of the 1st Semester, their average improved to 3.64, representing a **41.1% increase**.

#### Mathematics

Grades were available for the 15 of the 16 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.32 prior to the training. At the end of the 1st Semester, their average improved to 2.58, representing an **11.2% increase**.

#### Social Studies

Grades were available for the 16 students that remained in the Social Studies program, revealing an average starting baseline GPA of 1.84 prior to the training. At the end of the 1st Semester, their average improved to 2.8, representing a **52.2% increase**.

## Sciences

Grades were available for the 16 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.95 prior to the training. At the end of the 1st Semester, their average improved to 3.94, representing a **33.6% increase**.

### Full Day Unexcused Absences

Full day absences for 16 students that remained in the program were 0 the semester prior to the training compared to 5 during the 1st Semester, representing a **500.0% increase**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 16 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 3.3 before the training compared to 4 at the end of the training period, representing a **21.2% increase**; the facilitator rated the students in the program on an average of 2.72 before the training compared to 3.39 at the end of the training period, representing a **24.8% increase**; the teachers rated the students in the program on an average of 2.7 before the training compared to 3.49 at the end of the training period, representing a **29.4% increase**; and the parents rated the students in the program on an average of 3.29 before the training compared to 4.03 at the end of the training period, representing a **22.4% increase**.

## Calero High School in SAN JOSE, CA; facilitator, Ashley Redhill [ClassID=1728]

At the Calero High School, 19 students enrolled in the 180 Degrees Program and 19 remained active in the program at the end of the 1st Semester of the 2015-2016 school year.

The average attendance for the 19 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **90.9%**.

GPA's available for the 19 students that remained in the program prior to training was 2.84. At the end of the 1st Semester, their average GPA improved to 3.01, representing a **6.0% 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 2.95 prior to the training. At the end of the 1st Semester, their average reduced to 2.83, representing a **4.1% decrease**.

### Mathematics

Grades were available for the 18 of the 19 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.35 prior to the training. At the end of the 1st Semester, their average improved to 2.9, representing a **23.4% increase**.

### Social Studies

Grades were available for the 19 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.55 prior to the training. At the end of the 1st Semester, their average reduced to 2.25, representing an **11.8% decrease**.

### Sciences

Grades were available for the 19 students that remained in the Sciences program, revealing an average starting baseline GPA of 3.01 prior to the training. At the end of the 1st Semester, their average improved to 3.24, representing a **7.6% increase**.

## Full Day Unexcused Absences

Full day absences for 19 students that remained in the program were 48 the semester prior to the training compared to 35 during the 1st Semester, representing a **27.1% decrease**.

## Documented Disciplinary Incidents

Combined disciplinary incidents records for 19 students in the program revealed a total of 5 the semester before the training compared to 2 during the 1st Semester, representing a **60.0% 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 3.43 before the training compared to 4.16 at the end of the training period, representing a **21.2% increase**; the facilitator rated the students in the program on an average of 2.84 before the training compared to 3.74 at the end of the training period, representing a **31.7% increase**; the teachers rated the students in

the program on an average of 2.87 before the training compared to 3.87 at the end of the training period, representing a **34.6% increase**; and the parents rated the students in the program on an average of 3.2 before the training compared to 3.95 at the end of the training period, representing a **23.3% increase**.

### **Calero High School in SAN JOSE, CA; facilitator, Gabriel Resendez [ClassID=1729]**

At the Calero High School, 18 students enrolled in the 180 Degrees Program and 18 remained active in the program at the end of the 1st Semester of the 2015-2016 school year.

The average attendance for the 18 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **98.1%**.

GPA's available for the 15 students that remained in the program prior to training was 0.92. At the end of the 1st Semester, their average GPA improved to 3.07, representing a **233.7% 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 15 of the 18 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.6 prior to the training. At the end of the 1st Semester, their average improved to 3.35, representing a **458.3% increase**.

#### Mathematics

Grades were available for the 15 of the 18 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.33 prior to the training. At the end of the 1st Semester, their average improved to 3.22, representing an **875.8% increase**.

#### Social Studies

Grades were available for the 3 of the 18 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 2.17, representing a **100.0% increase**.

#### Sciences

Grades were available for the 14 of the 18 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.66 prior to the training. At the end of the 1st Semester, their average improved to 3.75, representing a **468.2% increase**.

#### Full Day Unexcused Absences

Full day absences for 15 of the 18 students that remained in the program were 18 the semester prior to the training compared to 3 during the 1st Semester, representing an **83.3% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 15 of the 18 students in the program revealed a total of 8 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 2.8 before the training compared to 3.86 at the end of the training period, representing a **37.9% increase**; the facilitator rated the students in the program on an average of 3 before the training compared to 3.47 at the end of the training period, representing a **15.6% increase**; the teachers rated the students in the program on an average of 2.81 before the training compared to 3.36 at the end of the training period, representing a **19.4% increase**; and the parents rated the students in the program on an average of 2.12 before the training compared to 3.19 at the end of the training period, representing a **50.4% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Adele Sagun-Persicone [ClassID=1731]

At the Calero High School, 17 students enrolled in the 180 Degrees Program and 17 remained active in the program at the end of the 1st Semester of the 2015-2016 school year.

The average attendance for the 17 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **93.5%**.

GPA's available for the 17 students that remained in the program prior to training was 2.05. At the end of the 1st Semester, their average GPA improved to 3.25, representing a **58.5% 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 2.24 prior to the training. At the end of the 1st Semester, their average improved to 3.87, representing a **72.8% increase**.

#### Mathematics

Grades were available for the 16 of the 17 students that remained in the Mathematics program, revealing an average starting baseline GPA of 1.2 prior to the training. At the end of the 1st Semester, their average improved to 2.73, representing a **127.5% increase**.

### Social Studies

Grades were available for the 17 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.03 prior to the training. At the end of the 1st Semester, their average improved to 2.54, representing a **25.1% increase**.

### Sciences

Grades were available for the 17 students that remained in the Sciences program, revealing an average starting baseline GPA of 2.01 prior to the training. At the end of the 1st Semester, their average improved to 3.53, representing a **75.6% increase**.

### Full Day Unexcused Absences

Full day absences for 17 students that remained in the program were 33 the semester prior to the training compared to 14 during the 1st Semester, representing a **57.6% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 17 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 3.02 before the training compared to 4 at the end of the training period, representing a **32.6% increase**; the facilitator rated the students in the program on an average of 3.09 before the training compared to 4.04 at the end of the training period, representing a **30.9% increase**; the teachers rated the students in the program on an average of 2.81 before the training compared to 3.61 at the end of the training period, representing a **28.5% increase**; and the parents rated the students in the program on an average of 2.72 before the training compared to 4.09 at the end of the training period, representing a **50.1% increase**.

### Calero High School in SAN JOSE, CA; facilitator, Sue Tatro [ClassID=1732]

At the 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 2015-2016 school year.

The average attendance for the 20 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **96.7%**.

GPA's available for the 20 students that remained in the program prior to training was 2.98. At the end of the 1st Semester, their average GPA lowered to 2.84, representing a **4.7% decrease**.

#### 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 3.62 prior to the training. At the end of the 1st Semester, their average reduced to 2.3, representing a **36.5% decrease**.

#### Mathematics

Grades were available for the 19 of the 20 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.63 prior to the training. At the end of the 1st Semester, their average improved to 2.84, representing an **8.0% increase**.

#### Social Studies

Grades were available for the 20 students that remained in the Social Studies 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 1.66, representing a **28.8% decrease**.

#### Sciences

Grades were available for the 19 of the 20 students that remained in the Sciences program, revealing an average starting baseline GPA of 4.11 prior to the training. At the end of the 1st Semester, their average reduced to 3.26, representing a **20.7% decrease**.

#### Full Day Unexcused Absences

Full day absences for 20 students that remained in the program were 29 the semester prior to the training compared to 19 during the 1st Semester, representing a **34.5% decrease**.

#### Documented Disciplinary Incidents

Combined disciplinary incidents records for 20 students in the program revealed a total of 2 the semester before the training compared to 0 during the 1st Semester, representing a **100.0% decrease**.

#### Personal Development Surveys

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

The students in the program rated themselves on an average of 3.59 before the training compared to 4.21 at the end of the training period, representing a **17.2% increase**; the facilitator rated the students in the program on an average of 3.17 before the training compared to 4.35 at the end of the training period, representing a **37.2% increase**; the teachers rated the students in the program on an average of 2.86 before the training compared to 3.45 at the end of the training period, representing a **20.6% increase**; and the parents rated the students in the program on an average of 3.49 before the training compared to 4.14 at the end of the training period, representing an **18.4% increase**.

### **Calero High School in SAN JOSE, CA; facilitator, Joe VanSambeek [ClassID=1733]**

At the 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 2015-2016 school year.

The average attendance for the 22 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **88.5%**.

GPA's available for the 19 students that remained in the program prior to training was 2.9. At the end of the 1st Semester, their average GPA lowered to 2.72, representing a **6.2% 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 19 of the 22 students that remained in the Language Arts program, revealing an average starting baseline GPA of 3.37 prior to the training. At the end of the 1st Semester, their average reduced to 2.43, representing a **27.9% decrease**.

#### Mathematics

Grades were available for the 16 of the 22 students that remained in the Mathematics program, revealing an average starting baseline GPA of 2.45 prior to the training. At the end of the 1st Semester, their average improved to 2.59, representing a **5.7% increase**.

#### Social Studies

Grades were available for the 19 of the 22 students that remained in the Social Studies program, revealing an average starting baseline GPA of 2.43 prior to the training. At the end of the 1st Semester, their average reduced to 1.62, representing a **33.3% decrease**.

#### Sciences

Grades were available for the 19 of the 22 students that remained in the Sciences program, revealing an average starting baseline GPA of 3.37 prior to the training. At the end of the 1st Semester, their average reduced to 3.11, representing a **7.7% decrease**.

### Full Day Unexcused Absences

Full day absences for 19 of the 22 students that remained in the program were 32 the semester prior to the training compared to 23 during the 1st Semester, representing a **28.1% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 19 of 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 3.51 before the training compared to 4.25 at the end of the training period, representing a **21.1% increase**; the facilitator rated the students in the program on an average of 2.14 before the training compared to 3.22 at the end of the training period, representing a **50.7% increase**; the teachers rated the students in the program on an average of 2.59 before the training compared to 3.52 at the end of the training period, representing a **36.1% increase**; and the parents rated the students in the program on an average of 3.16 before the training compared to 4.1 at the end of the training period, representing a **29.6% increase**.

### **Santa Theresa High School in SAN JOSE, CA; facilitator, Theresa Chaid [ClassID=1720]**

At the Santa Theresa 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 2015-2016 school year.

The average attendance for the 18 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **97.0%**.

GPA's available for the 17 students that remained in the program prior to training was 0.45. At the end of the 1st Semester, their average GPA improved to 1.37, representing a **204.4% 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 17 of the 18 students that remained in the Language Arts program, revealing an average starting baseline GPA of 0.12 prior to the training. At the end of the 1st Semester, their average improved to 1.49, representing a **1,141.7% increase**.

### Mathematics

Grades were available for the 17 of the 18 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0 prior to the training. At the end of the 1st Semester, their average improved to 0.85, representing a **100.0% increase**.

### Social Studies

Grades were available for the 17 of the 18 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 1.06, representing a **100.0% increase**.

### Sciences

Grades were available for the 17 of the 18 students that remained in the Sciences program, revealing an average starting baseline GPA of 0.53 prior to the training. At the end of the 1st Semester, their average improved to 1.38, representing a **160.4% increase**.

### Full Day Unexcused Absences

Full day absences for 17 of the 18 students that remained in the program were 618 the semester prior to the training compared to 140 during the 1st Semester, representing a **77.3% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 14 of the 18 students in the program revealed a total of 18 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 2.97 before the training compared to 3.73 at the end of the training period, representing a **25.7% increase**; the facilitator rated the students in the program on an average of 2.09 before the training compared to 3.67 at the end of the training period, representing a **75.8% increase**; the teachers rated the students in the program on an average of 2.07 before the training compared to 3.57 at the end of the training period, representing a **72.6% increase**; and the parents rated the students in the program on an average of 2.46 before the training compared to 3.89 at the end of the training period, representing a **58.6% increase**.

### Silver Creek High School in SAN JOSE, CA; facilitator, Chrissy Molfino [ClassID=1727]

At the 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 2015-2016 school year.



The average attendance for the 20 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **90.7%**.

GPA's available for the 20 students that remained in the program prior to training was 1.91. At the end of the 1st Semester, their average GPA lowered to 1.32, representing a **30.9% decrease**.

#### 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 1.64 prior to the training. At the end of the 1st Semester, their average reduced to 1.11, representing a **32.3% decrease**.

#### Mathematics

Grades were available for the 20 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.96 prior to the training. At the end of the 1st Semester, their average reduced to 0.62, representing a **35.4% decrease**.

#### Sciences

Grades were available for the 20 students that remained in the Sciences program, revealing an average starting baseline GPA of 1.23 prior to the training. At the end of the 1st Semester, their average reduced to 0.36, representing a **70.7% decrease**.

#### Full Day Unexcused Absences

Full day absences for 20 students that remained in the program were 44 the semester prior to the training compared to 42 during the 1st Semester, representing a **4.5% decrease**.

#### Documented Disciplinary Incidents

Combined disciplinary incidents records for 20 students in the program revealed a total of 1 the semester before the training compared to 2 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 3.18 before the training compared to 3.6 at the end of the training period, representing a **12.9% increase**; the facilitator

rated the students in the program on an average of 2.68 before the training compared to 2.86 at the end of the training period, representing a **7.1% increase**; the teachers rated the students in the program on an average of 2.58 before the training compared to 2.91 at the end of the training period, representing a **13% increase**; and the parents rated the students in the program on an average of 2.75 before the training compared to 3.4 at the end of the training period, representing a **23.8% increase**.

### **Silver Creek High School in SAN JOSE, CA; facilitator, William Henninger [ClassID=1722]**

At the Silver Creek High School, 24 students enrolled in the 180 Degrees Program and 24 remained active in the program at the end of the 1st Semester of the 2015-2016 school year.

The average attendance for the 24 students that remained in the program at the end of the 1st Semester of the 2015-2016 school year was **89.5%**.

GPA's available for the 24 students that remained in the program prior to training was 0.56. At the end of the 1st Semester, their average GPA improved to 1.82, representing a **225.0% increase**.

#### Core Grades

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

#### Language Arts

Grades were available for the 24 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 1.44, representing a **234.9% increase**.

#### Mathematics

Grades were available for the 23 of the 24 students that remained in the Mathematics program, revealing an average starting baseline GPA of 0.21 prior to the training. At the end of the 1st Semester, their average improved to 0.63, representing a **200.0% increase**.

#### Social Studies

Grades were available for the 2 of the 24 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, representing a **100.0% increase**.

#### Sciences

Grades were available for the 24 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 0.61, representing a **281.2% increase**.

### Full Day Unexcused Absences

Full day absences for 24 students that remained in the program were 217 the semester prior to the training compared to 17 during the 1st Semester, representing a **92.2% decrease**.

### Documented Disciplinary Incidents

Combined disciplinary incidents records for 24 students in the program revealed a total of 38 the semester before the training compared to 2 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 2.79 before the training compared to 3.72 at the end of the training period, representing a **33.1% increase**; the facilitator rated the students in the program on an average of 2.18 before the training compared to 3.05 at the end of the training period, representing a **39.5% increase**; the teachers rated the students in the program on an average of 2.5 before the training compared to 2.71 at the end of the training period, representing an **8.5% increase**; and the parents rated the students in the program on an average of 2.57 before the training compared to 3.18 at the end of the training period, representing a **23.5% increase**.