

School Accountability Report Card

Reporting for school year 2009-2010

Published in 2010-2011

San José Unified School District

Castillero Middle

6384 Leyland Park Drive
San José, CA 95120

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Grades 6-8



Principal

Katrina Johnson
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1998-1999



2000

Plus Special
Emphasis Award for
Family Involvement

San José Unified School District

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Superintendent

Vincent Matthews, Ed. D.

Assistant Superintendents

Dr. William J. Erlendson
Chris D. Funk

Board of Education

Jorge González Trustee Area 1
Richard Garcia Trustee Area 2
Pamela Foley Trustee Area 3
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Leslie Reynolds Trustee Area 5

This school is in Trustee Area 5.



Principal's Comments



Vision:

Castillero...

Developing a lifelong love of learning and responsibility to self and community in the pursuit of excellence.

Mission:

In the pursuit of this vision, Castillero Middle School will:

- provide quality academic and social experiences.
- provide an excellent learning environment with high academic expectations for all students.
- prepare strong readers, critical thinkers, proficient writers, and analytical problem solvers who will be contributing members of a democratic society.
- incorporate the principles of Cornerstone and the Developmental Assets to provide an environment of positive social and emotional growth for all students at the school. In this safe environment, students can develop academic excellence.
- pursue curriculum that is driven by the California State Standards and use state adopted materials.
- collaboratively analyze student achievement data in language arts, math, science, and social studies.
- set standards based goals.
- create strategic lessons to meet the diverse needs of students in the classroom.

Castillero Middle School is a highly acclaimed Academic, Visual, and Performing Arts Magnet school. The school has a record of consistently high academic performance as demonstrated by test scores and the large number of students who receive academic recognition. The school curriculum is standards based, with an emphasis on improving academic achievement for all students and preparing students for a rigorous high school program.

We are especially proud of our Academic Exhibition, an annual event held every May on Open House Day to honor student work. This community event involves students from every program. Students present their projects to members of the community throughout the day. At the completion of the presentation, community experts give positive feedback to the students regarding their presentations and projects.

Significant accomplishments include recognition as a California Distinguished School, 1999-2000 and a National Blue Ribbon School of Excellence, 2000-2001, placing Castillero in the top 10 percent of secondary schools in the nation. The school received national special recognition for outstanding parent involvement, 2000-2001. Castillero received the Caring School Climate Award from Project Cornerstone for the Santa Clara County schools in 2003-2004.

All students are provided with a student organizer called the "Binder Reminder". Homework Live, the school's website, the Parent Survival Guide and Parent Internet Viewer (PIV) are all part of an extensive parent communication program. Students and parents review the school discipline plan and the school safety plan along with the teachers and administrators. Uniforms help to ensure a safe campus and enrich the school atmosphere, while at the same time placing a stronger student focus on academics.

At Castillero, students have numerous opportunities to become connected and engaged in programs and generally perform better socially and academically. Current research and data, as well as first-hand observation, indicate that students involved in strong academic and arts curricula have a greater rate of success than those who do not have a similar experience. Student recognition is a high priority at Castillero, and all students have the opportunity to receive recognition through a variety of programs.

Principal's Experience

Ms. Katrina Johnson is in her second year as principal at Castillero. Previously she has worked in San Jose Unified for eight years as a classroom teacher, two years as a District Resource Teacher in Professional Development, and two years as an Assistant Principal. She earned her BA and M. Ed. and teaching and administrative credentials at San Jose State and is currently a Stanford Principal Fellow.

Major Achievements

- Scored 806 on the API
- Made all API targets in English Language Art
- Made significant movement in closing White/Latino achievement in English/language arts
- High level of parent, staff and student satisfaction on school Climate Survey.
- Recognized for significant academic achievement for special education and EL students in the area of language arts.
- Received numerous awards of “Superior” and “Excellent” at the West Coast Heritage Music Festival in Anaheim and the Bay Area CMEA Festival
- Thousands of hours of parent volunteer time in all areas of the school
- Nominated to Project Cornerstone’s Caring School Climate Award

Parental Involvement

Parent involvement is extensive at Castillero whether in the classrooms, serving on committees, or carrying out special projects. We have parents involved in Music Boosters, PTA, Project Cornerstone, Castillero’s Educational Foundation, GATE, SELAC, fundraising, landscaping, the Academic Exhibition, the library and offices, and the classrooms. Annually, parents log in more than 20, 000 volunteer hours. For further information on our parent volunteer program, please contact 535-6385.

Climate for Learning

Safety

Date safety plan updated: August 2010

Date safety plan last reviewed with staff: Sept 2010

The staff monitors school grounds 45 minutes before 0 period starts in the morning and monitors until 5 pm in the afternoon. We have a closed campus where all visitors must register with the office. We hold monthly fire drills and have earthquake and disaster drills at least twice a year. The PTA has provided each classroom with an updated safety kit for emergencies. Our school safety plan is reviewed in September each year by the administration and staff. Students wear a school uniform to encourage safe behavior and academic success at school.

The school disaster plan is updated annually, and the American Red Cross houses supplies on site for emergency purposes. The Castillero Community Education Foundation has developed a school beautification plan for the grounds and is implementing the plan in stages.

Homework

Students are assigned homework at least four days a week. Homework can include a variety of assignments such as reading, book reports, research written reports and projects. To assist students, teachers record assignments on the Homework Live and students are required to write their assignments in their binder reminder. Homework Center is Monday through Thursday afternoons in the media center and staffed by credentialed teachers. In addition, there is a math club in the morning staffed by volunteer parents.

Discipline

Our discipline and uniform policies are strict and in line with the district policies. Students suspended from class attend On Campus Supervision (OCS). At OCS, they are expected to complete their daily assignments and parents are contacted.

Counselors hold group meetings in anger management, conflict resolution and peer coaching.

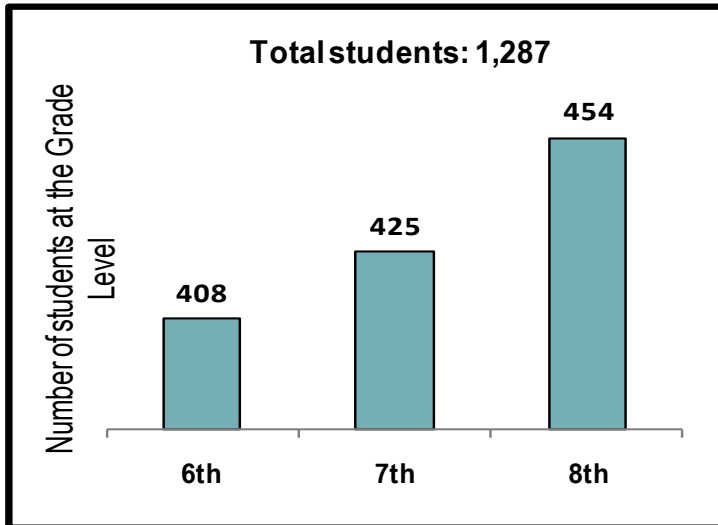
The Cornerstone project aligns leadership students with students needing extra help in management. In the 2008-2009 school year, Castillero began its implementation of PBIS (positive behavior intervention and support.) Partnerships with San Jose Police and the city of San Jose assist students in need of more intensive intervention.

Suspensions and Expulsions—3 year comparison

	School			District		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Rate of Suspensions	10.8%	16.8%	9.48%	13.6%	11.8%	5.17%
Rate of Expulsions	0.1%	0.2%	0.08%	0.2%	0.2%	0.19%
This table displays the rate of suspensions and expulsions (total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.						

Demographics

The chart and table below show the number of students enrolled in each grade level and the percent of students enrolled who are identified as being in a particular group during the 2008-09 school year.



Student Enrollment by group	
African American	3.26 %
American Indian or Alaska Native	0.47%
Asian	11.11%
Filipino	1.94%
Hispanic or Latino	41.65 %
Pacific Islander	0.54 %
White (Not Hispanic)	39.39 %
Multiple or No Response	%
Socioeconomically disadvantaged	37.00 %
English Learners	13.00 %
Students with disabilities	10.00 %



Class Size

Average Class Size and Class Size Distribution

Subject	2007-2008				2008-2009				2009-2010			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
English	23.9	21	28	10	25.0	18	34	6	24.2	16	33	9
Mathematics	29.8	1	27	12	29.7	3	24	14	27.7	7	33	11
Science	30.4		19	1	30.5		16	4	29.5	1	16	5
Social Science	29.2	3	25	15	28.2	3	33	9	27.5	7	30	10

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Facilities

Castillero is a thirty-three-year-old enclosed building with seven additional portables, and the entire site encompasses 19,000 square feet. The school is well maintained. Recent renovations include modernization of the science wing, installation of permanent walls, sanding and refinishing the gym floor, replacement of exterior doors and windows and replacement of carpets throughout the building. During the 2005-06 school year, the F wing was remodeled and a new theater created for our drama department. Our athletic fields were renovated and the hardscape repoured during the summer of 2006. Preventative maintenance is completed on an annual cycle with the district. Classrooms are cleaned twice a week thoroughly and checked nightly. Restrooms are cleaned and maintained several times a day. Our groundskeeper is on site two and one half days a week.

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status. Each area/classroom of the school is inspected. A "deficiency" is counted for each occurrence of a condition. Descriptions of similar deficiencies are combined rather than to list by classroom.

System Inspected	Exemplary	Good	Fair	Poor	Repair needed and action taken or planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓				
Interior: Interior Surfaces	✓				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓				
Electrical: Electrical			✓		There were 19 deficiencies in this area. They were for the need to replace burned out light bulbs, repair non-functioning banks of lights, a loose cover, and a hanging cover.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓				
Safety: Fire Safety, Hazardous Materials	✓				
Structural: Structural Damage, Roofs	✓				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓				There was 1 deficiency in this area. The south window lock from G-6 is taped down.

Overall Summary of School Facility Good Repair Status as of September 30, 2010

Facility Condition	Exemplary	Good	Fair	Poor
		✓		

Teacher and Staff Information

Teacher Credentials

Teachers	School			District
	2007-08	2008-09	2009-10	2008-09
With Full Credential	55	57	57	1360
Without Full Credential	2	1	0	59
Teaching Outside Subject Area of Competence	0	0	0	2

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence.



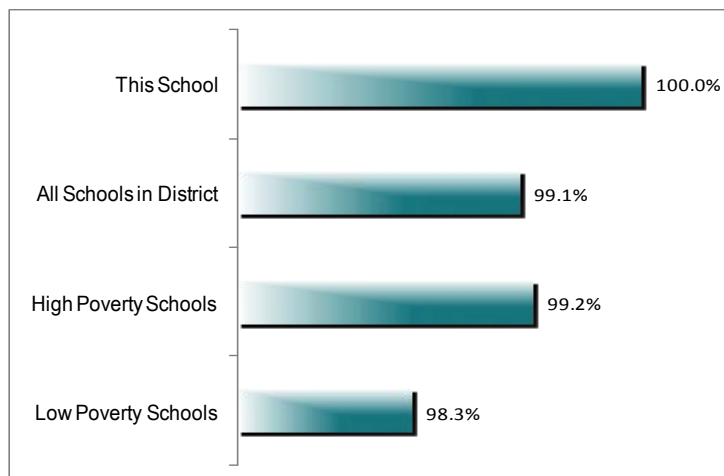
Teacher Misassignments and Vacant Teacher Positions

Indicator	2007-2008	2008-2009	2009-2010
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments	1	0	0
Vacant Teacher Positions	0	0	0

Teacher misassignments (teachers assigned without proper legal authorization)
 Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.
 Vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester).

Detailed information about teacher qualifications can be found at the CDE Web site at <http://dq.cde.ca.gov/dataquest/>.

Core Academic Classes Taught by NCLB Compliant Teachers



The **No Child Left Behind Act (NCLB)** requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, NCLB requires that each teacher must have:

- A bachelor's degree
- A state credential or an Intern Certificate/Credential for no more than three years
- Demonstrated subject matter competence for each core subject to be taught by the teacher.

This chart displays the percent of classes in core academic classes taught by No Child Left Behind (NCLB) compliant teachers in the following areas:

- Teachers at this school
- Teachers in the District
- High poverty schools (student participation of 75% or more in the free and reduced meals program)
- Low poverty schools (student participation of 25% or less in the free and reduced meals program)

More information on teacher qualifications required under NCLB can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

Teacher and Staff Information

Evaluating/Improving Teachers

Temporary and probationary teachers are evaluated by an administrator each year. Permanent teachers are evaluated every other year. Evaluation consists of class visits and review of materials presented by the teacher. The document used is defined by the bargaining unit contract. The teacher, administration, and human resources receive copies of the evaluation. There are four levels of coaches to help them with all aspects of education. There are Professional Development coaches, mentors, BTSA and peer coaches.

Professional Development

Staff Development days are held three days each year. The focus is teacher training in standards based instruction and assessment, data analysis, equity and diversity, differentiation in the classroom and positive behavior for school climate.

Substitute Teachers.

We are fortunate to have a solid group of retired and neighborhood teachers dedicated to substituting at our school. Students and teachers know many of the substitutes so quality education is provided at all times.

Curriculum

Reading and Writing

Castillero prides itself in reading and writing across curricular areas. Language! instruction is provided as and intervention class to those students who are significantly below grade level in reading. Each student is involved in the Accelerated Reader (AR) program and a Sustained Silent Reading (SSR) period is held each day after lunch.

Math

The mathematics department works closely together to provide a strong program that ranges from grade level math through geometry. In addition, Zero Period Math Club, Family Math, Math Olympics, and math assistance is available in the homework center before and after school. In the 09-10 school year every 8th grade was enrolled in at least Algebra I.

Science

Laboratory science is taught at each grade level for one-half the school year. In the 8th grade, there is one full year class available by choice to students. Four full time teachers make up the science department. A new adoption for science was implemented in the 08-09 school year. Optional trips to the Grand Canyon and Costa Rica were organized through the science department.

Social Studies

Social studies provide a standards based instruction program. Enhanced activities include a Famous Figures Feast and a reenactment of the Civil War. An optional trip to the Washington D.C. is available to students.

QUALITY, CURRENCY, AND AVAILABILITY OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS



	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/ Language Arts	0%	No
Mathematics	0%	Yes
Foreign Language	0%	Yes
Science	0%	Yes
History-Social Science	0%	Yes
Health	0%	K-5 Yes 6-8 No
Science Labora- tory Equipment (grade 9-12)	0%	Yes

A list of textbooks and adoption dates is available at:
http://www.sjUSD.org/schools/documentation/downloads/Textbook_listing.pdf

Textbooks

All textbooks are current with the state adoption cycle,...

All students have access to a physical and/or electronic copy of the textbook in the core academic subjects.

School Finances (Fiscal Year 2008-2009)

Expenditures Per Pupil and School Site Teacher Salaries

Level	Total Expenditures per Pupil	Restricted (supplemental) expenditures per pupil	Unrestricted (basic) expenditures per pupil	Average Teacher Salary
School Site	8,595.10	3,601.68	4,993.42	66,738.67
District	9,302.70	4,038.27	5,264.43	66,170.00
Percent Difference - School Site and District	-7.61%	-10.81%	-5.15%	0.86%
State			5,681.00	68,170.00
Percent Different - School Site and State			-12.10%	-2.10%
<p>This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found at the Current Expense of Education Web page at http://www.cde.ca.gov/ds/fd/ec/ and teacher salaries can be found on the Certificated Salaries and Benefits Web Page at http://www.cde.ca.gov/ds/fd/cs/.</p>				

Types of Services Funded

San José Unified School District spent an average of \$9,303 per student in the 2008-09 school year, compared to \$8,825 per student spent on average by all unified districts in the state. Total operating expenses for the 2007-08 year were \$279,871,911. Additional details about San José Unified's expenditures can be found on the Ed-Data web site (www.ed-data.k12.ca.us).

These expenses are for costs related to educational services to students as well as directly related support costs, such as utilities, custodial and maintenance costs. Included also are central support costs related to such activities as hiring, purchasing and accounting. This figure does not include food services, land acquisition, new construction, and other expenditures unrelated to core educational purposes. The expenses-per-student figure is calculated by dividing total expenses by the district's average daily attendance (ADA).

Comparison of District and State Teacher and Administrative Salaries (Fiscal Year 2008-09)

This table displays district-level salary information for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found on the Certificates Salaries and Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$42,969	\$42,377
Mid-Range Teacher Salary	\$71,000	\$67,667
Highest Teacher Salary	\$86,290	\$87,102
Average Principal Salary (Elementary)	\$106,935	\$108,894
Average Principal Salary (Middle)	\$111,600	\$113,713
Average Principal Salary (High)	\$134,522	\$124,531
Superintendent Salary	\$245,309	\$223,323
Percent of Budget for Teacher Salaries	37.10 %	40.20 %
Percent of Budget for Administrative Salaries	5.40 %	5.50 %

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA).

The California Standards Tests (CST) show how well students are doing in relation to the State content standards and are reported as performance levels. Students are tested in the following areas:

- English and Language Arts—Grades 2-11
- Mathematics—Grades 2—11
- Science—Grades 5, 8, 9, 10 and 11
- History and Social Science—Grades 8, 10 and 11

The CAPA and CMA are alternative assessments for special education students with Individual Educational Plans.

Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found at <http://starsamplequestions.org/welcome.html>

NOTE: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Standards Test (CST) All Students—Three-Year Comparison

Percent of students achieving at the proficient or advanced level

Subject	School			District			State		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
English-Language Arts	63	61	62	51	54	56	46	50	52
Mathematics	54	47	47	48	50	51	43	46	48
Science	52	54	61	50	52	57	46	50	54
History Social Science	52	61	60	43	49	50	36	41	44

California Standards Test (CST) by Student Group—Most Recent Year

Percent of students at the proficient or advanced level

Group	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	57	52	57	50
All Students at the School	63	47	59	60
Male	59	46	67	62
Female	66	47	55	59
African American	42	35	36	31
American Indian or Alaska Native	*	*	*	*
Asian	86	80	82	82
Filipino	76	64	*	*
Hispanic or Latino	42	25	34	40
Native Hawaiian or Pacific Islander	*	*	*	*
White (not Hispanic)	77	60	78	76
Two or More Races				
Socioeconomically Disadvantaged	39	23	33	38
English Learners	14	8	5	18
Students with Disabilities	32	18	55	22
Students Receiving Migrant Education Services	44	18	*	*

Academic Performance Index (API)

The **Academic Performance Index (API)** is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000 with a statewide target of 800. Detailed information about the API can be found at the CDE API Web Page at <http://www.cde.ca.gov/ta/ac/ap/>

API Ranks

This table displays the school's similar schools API ranks. These ranks are published when the Base API is released each March. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest 10% of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest 10% of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing 10 schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2007	2008	2009
Statewide	8	8	7
Similar Schools	7	3	2

API Changes by Student Group -- Three Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

	Actual API Change			Growth API Score
	2007-08	2008-09	2009-10	2010
All students at this school	-1	0	2	806
Asian	29	6	2	938
Hispanic or Latino	7	-20	6	704
White (Not Hispanic)	-15	21	4	874
Socioeconomically disadvantaged	9	-3	8	687
English Learners	17	-8	23	675
Students with Disabilities	-7	-39	58	580

Adequate Yearly Progress (AYP)

The federal NCLB act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE AYP Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Pend
<p>This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.</p>		

Federal Intervention Program (School Year 2009-10)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement Implementation		2009-2010
Year in Program Improvement		Year 2
Number of Schools Currently in Program Improvement	N/A	13
Percent of Schools Currently in Program Improvement	N/A	25
Detailed information about PI identification can be found at the CDE AYP Web page at http://www.cde.ca.gov/ta/ac/ay/ .		

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

California Physical Fitness Test

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	19.9	27.1	35.1

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy, or to protect student privacy. In no case shall any group score be reported that

San José Unified School District

The School Accountability Report Card (SARC), which is required by law to be published annually, contains information about the condition and performance of each California public school. More information about SARC requirements is available on the SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>. For additional information about the school, parents and community members should contact the school principal or the district office.

San José Unified's SARCs are prepared by the Office of Educational Accountability
(408) 535-6194 ▼ Fax (408) 535-2308

<http://www.sjUSD.org>

Data and Access

DataQuest

DataQuest is an online data tool located at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, *DataQuest* is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Specialized Programs

GATE

Curriculum is in place, responsive to the needs, interests, and abilities of the students. Curriculum is selected using the following criteria: depth of study, complexity, acceleration, differentiated instruction, and Gardner's Seven Intelligences. Interest centers, independent research, open-ended questioning, extended time for in-depth study, advanced performing arts/mathematics classes are in place to meet the needs and learning styles of GATE students. A Speech and Debate team was formed during the 2007-08 school year and continues to grow.

Special Ed

Students are monitored based on their IEP goals by their teachers and case manager. The SAP and SST process are used to address issues as appropriate. Students are directed to specific programs to help achieve success in school. The school began to transition into a full inclusion model for RSP students during the 2007-2008 school year.

At-risk students

Students are monitored by grade level advisors and teachers. Specific support such as intervention classes in language arts and math are assigned as appropriate. SSTs, referral to COST, counseling, tutoring and homework center assistance is offered.

English language learners

150 students comprise the ELL program. Depending on their needs they are enrolled in Highpoint taught by the EL coordinator, in the Language! program or mainstreamed with an EL authorized teacher. The redesignation rate far exceeds the District average for our students. The Site English Language Advisory Committee (SELAC) organizes and oversees the program.

Students with disabilities

Castillero has six special education teachers that work with students. There are nine one on one aides that assist special students. There are approximately 20 students with 504 plans in place.

After-school programs

In addition to the Homework Center, there are All Star sports programs that continue throughout the school year. Soccer, basketball, flag football, volleyball, and tennis are some of the sports that are offered for boys and girls.

Tutoring

Tutoring is available Monday through Thursday in the Homework center. A special math tutoring class staffed by volunteers is available through teacher recommendation.

Peer tutoring

Peer tutoring is available on a special needs basis.