

Profile

Personal information

Name Madrigal, Mirabel
Birthdate 06/08/2005

Contact details

Email, Phone

Permanent address 7 Blue Jay Ct East Palo Alto, CA, 94303-1300, USA

Demographics

Gender Identity Female
Sex Female
Pronouns She/Her
Military status None
Hispanic or Latino/a/x Yes (South America, Other: Quimbayan (indigenous Colombian))

Language

Spanish First Language, Speak, Read, Write, Spoken at Home
English Speak, Read, Write, Spoken at Home

Geography and nationality

Citizenship status U.S. citizen or U.S. national
Birthplace San Francisco, California, United States of America 17 years US

Common App fee waiver

Fee waiver requested Yes, Signed: Mirabel Madrigal

Family

Household

Parents	Married
Home	Both Parents

Parent 1

Mother

Name	Julieta Madrigal
Occupation	Other, Housekeeper, Employed,
Education	Completed grade/primary school

Parent 2

Father

Name	Augustin Madrigal
Occupation	Other, Mechanic, Employed,
Education	Some grade/primary school

Education

Current or most recent secondary school

Castilleja School, 1310 Bryant St, Palo Alto, CA, USA, Independent, CEEB: 052330 (09/2020 - 06/2023)

Progression	No change in progression
Graduation Date	06/2023

Colleges & universities

Grades

Rank	na / 50
GPA	4.2 / 4, Weighted

Current or most recent year courses

First semester

CALC - Introductory Calculus (Honors) - (HON)
HIST - Advanced Topics United States History - (ADV)
HIST - Gender and Sexuality Studies Honors - (HON)
PHYS - Advanced Topics Modern Mechanics - (ADV)
ENG - Advanced Topics African American Women Writers - (ADV)

Second semester

CALC - Introductory Calculus (Honors) - (HON)
HIST - Advanced Topics United States History - (ADV)
HIST - Latin American Studies Honors - (HON)
PHYS - Advanced Topics Modern Mechanics - (ADV)
ENG - Advanced Topics Autobiography and Memoir - (ADV)

Community-based organizations

CBO 1	Matchlighters Scholars Program
Counselor	Ms. Erika Coplon

Future plans

Clinical psychologist, Masters

PREVIEW

Testing

There are no test scores to report.

PREVIEW

Activities

Student Govt./Politics

9, 10, 11, 12 Year 4 hr/wk, 35 wk/yr Continue	President (12); Communications Officer (9-11), Student Government Advocate for the student body, coordinating activities, lead student council activities
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Community Service (Volunteer)

10, 11, 12 Year 1 hr/wk, 35 wk/yr Continue	Volunteer, Community Youth Center Tenderloin Served food and got involved in community life at Tenderloin block parties; Tutored children.
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Community Service (Volunteer)

10, 11, 12 School 1 hr/wk, 35 wk/yr Continue	Volunteer, The California Scholarship Foundation Helped teachers grade papers, tutored other students; helped set up labs for science classes
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School Spirit

10, 11, 12 School 2 hr/wk, 6 wk/yr Continue	Gator For a Day Ambassador Team Provided incoming 8th graders with a tour of the school and shared advice for application process
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Music: Vocal

9, 10, 11, 12 School 4 hr/wk, 35 wk/yr Continue	Soprano, Women's Ensemble Soprano; host spring and winter concerts
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Environmental

11, 12
Year
2 hr/wk, 30 wk/yr
Continue

Coordinator, Outdoor Adventure Leadership Club

Planned our overnight trips, designed pamphlets; created bonding activities; guided student hires

PREVIEW

Writing

Personal essay

Some students have a background, identity, interest, or talent that is so meaningful they believe their application would be incomplete without it. If this sounds like you, then please share your story.

"Get up Johnny boy, Get up 'cause the world has left you lying on the ground."

These are the twenty one pilots lyrics that reverberated through my mind and prepared me for the start of a long day. My private middle school experience had been a nightmare of drama and bullies. I felt bogged down and hated by those surrounding me. For these reasons, I dreaded going into high school as I imagined having to relive those middle school moments that made me miserable. To finish the year off strong with good grades, I would motivate myself by saying that I would slack off and become a nobody in high school. I envisioned my best bet to avoid drama was to become invisible: not participating in any activities I enjoyed, not doing anything that would bring attention to me and cause others to talk about me, and intentionally not making friends. I felt stuck with my depressive thoughts- similar to what my parents must feel.

I am a first-generation Colombian-American. As a child, there were times when the police would knock on our door because of issues in our neighborhood. My mom would look through the peephole and instruct me to turn off all the lights as we hid under the covers of our bed. Eventually, this became the drill anytime we heard a knock. Because my parents do not have social security cards and my dad is our sole provider, our financial situation has been difficult and my babysitting & internship money is consistently used for rent. As an only child without any American relatives, I live cautiously and with the constant fear that someday I could have the two most important people taken from me. My parents can feel confined and down at times, knowing they can't go back to their country and see their loved ones.

"You're my pride and joy, Johnny boy."

This lyric always reminds me of my parent's faith in me. I had been accepted to the high school I wanted to attend but did not receive as much financial aid as other schools, and my family could not afford it. I became committed to getting my scholarships matched and wrote emails, letters, and went in-person to the admissions office to explain and actually obtained a full-ride with the Candleflame scholars program that provides support for first-generation students. My rededication to education sparked again and my original plan to go unnoticed was eliminated!

For as long as I can remember, about every car ride with my father on the way to school included a pep talk of how I had to give school my all. I have taken all these words of encouragement to heart and applied them by taking advantage of my community's opportunities.

I embraced the support I was provided with and reached out for help when I needed it. I found ways to better myself academically with tutors' help and talking to my teachers. My counselor informed me of internships so I managed to do three this summer and used my earnings to help with my family's need to pay for overdue rent and other household utilities. Additionally, I sought help to deal with my mental health and began seeing my school's therapist.

I started exploring the various options provided by my school and found my home in East Palo Alto Youth and student government, eventually becoming president of the Castileja student body. My eighth-grade self would have never thought I would turn myself around and go out of my comfort zone like this. Now, I do things that brought me joy and a sense of accomplishment. I embrace my friendly, bubbly personality, creating meaningful friendships with my peers and students from other grades.

Becoming president has shown me what I thought was impossible: I can get up even when the world had left me lying on the ground.

Community disruption

In light of the recent COVID-19 crisis, my father was not able to work for four months. This has resulted in my father being unable to pay for a few months of rent and some bills. The amount he owes for rent is still present because he is doing his best to pay for the current rent.

Our landowner died in December, and ever since, the people managing our apartment have raised the rent. The manager recently informed us that they would be selling the apartment. My family worries about what this means for us because, although they assured us we wouldn't be kicked out, if they keep increasing the rent, we will be forced to leave and find a new place.

Additional information

CAREER ASPIRATIONS

Over the last two years of working with my therapist, I have realized she has helped me change my life for the better. She provides me with a support system and allows me to understand how I react and how I can improve myself. I have always enjoyed helping others, so I believe being a therapist would suit me. I want to make a beneficial impact on someone, so they realize their self-worth.

ACADEMIC CONTEXT

I recently received a Psycho-educational Evaluation that indicated I have ADHD, anxiety, & visual processing disorder. This year, the AP tests were short & on top of that I was unable to use extended time because I had yet to be diagnosed. I experienced panic attacks and shortage of breath during the exams. I believe these scores don't represent my potential & the effort I put into each class.

Education progression

Details

Education progression details No change in progression

PREVIEW

Courses & Grades

Course levels legend

REG - Regular/standard

ACC - Accelerated

ADV - Advanced

AP - Advanced placement

Cambridge AICE AS A-Level - AS/A-level/International A-level, Cambridge AICE

C PREP - College prep

DUAL - Dual enrollment

ENRCHD - Enriched

Cambridge IGCSE - GCSE, IGCSE

GFTED - Gifted

HGH HNR - High honors

HON - Honors

INTSV - Intensive

IB - International Baccalaureate

PRE IB - Pre-international Baccalaureate

RGNTS - Regents

N/A - Not applicable

Non-numeric/letter grade legend

I - Incomplete

NG - No grade

F - Fail (Pass/Fail)

P - Pass (Pass/Fail)

S - Satisfactory

U - Unsatisfactory

W - Withdrawn

WF - Withdrawn (Failed)

ME - Medical excuse

Grade 9

Castilleja School, 1310 Bryant St, Palo Alto, CA, USA, CEEB: 052330

School Year 2019-20

Schedule Semesters

Subject	Course Name	Level	Grades (0.0-5.0)			Credits		
			S1	S2	Final	S1	S2	Final
ALG	Algebra I	REG			3.7			1
PHYS	Physics	REG			3.9			1
ENG	English I	REG			4.0			1
ART	Vocal Music Workshop I	REG	4.0			0.5		
ART	Vocal Music Workshop II	REG		4.0			0.5	
HIST	Global Identities and Institutions	REG			4.0			1
LANG	Spanish III	REG			4.0			1
PE/HLTH	Fitness and Wellness I	REG			4.0			1

Grade 10

Castilleja School, 1310 Bryant St, Palo Alto, CA, USA, CEEB: 052330

School Year 2020-21

Schedule Semesters

Subject	Course Name	Level	Grades (0.0-5.0)			Credits		
			S1	S2	Final	S1	S2	Final
ENG	English II	REG			4.0			1
TRIG	Algebra II and Trigonometry (Honors)	HON			3.8			1
CHEM	Chemistry (Honors)	HON			3.6			1
HIST	The Individual and Society	REG	4.0			0.5		
HIST	U.S. Government	REG		4.0			0.5	
LANG	Spanish IV	REG			4.0			1
ART	Exploration in the Arts	REG	4.0			0.5		
ART	Advanced Vocal Music Workshop	HON		4.5			0.5	
PE/HLTH	Fitness and Wellness II	REG			4.0			1

Grade 11

Castilleja School, 1310 Bryant St, Palo Alto, CA, USA, CEEB: 052330

School Year 2021-22

Schedule Semesters

Subject	Course Name	Level	Grades (0.0-5.0)			Credits		
			S1	S2	Final	S1	S2	Final
ENG	Advanced Topics American Voices	ADV			5.0			1
GEOM	Euclidean and Analytic Geometry (Honors)	HON			4.0			1
HIST	Artificial Intelligence (Honors)	HON	4.0			0.5		
HIST	Macroeconomics (Honors)	HON		4.0			0.5	
BIOL	Biology (Honors)	HON			4.0			1
LANG	Advanced Topics Spanish Language and Culture	ADV			5.0			1
COMPSCI	Introduction to Computer	REG		4.0			0.5	

Subject	Course Name	Level	Grades (0.0-5.0)			Credits		
			S1	S2	Final	S1	S2	Final
	Science in Java							
ENG	Advanced Topics Literature of Immigration	ADV	5.0			0.5		

Grade 12

No courses reported.

Other courses

Castilleja School, 1310 Bryant St, Palo Alto, CA, USA, CEEB: 052330

School Year 2021-22

Schedule Semesters

Subject	Course Name	Level	Grades (0.0-5.0)			Credits		
			S1	S2	Final	S1	S2	Final
HIST	Advanced Topic Psychology (Summer)	ADV			5.0			1

Short Answers

Short Answers (50 words each)

What is the most significant challenge that society faces today?*

I notice my peers use social media to preach something but when it comes to being activists, many come to a halt. For instance, they won't give up their partying during COVID-19. I fear our generation is becoming disingenuous, only focused on appearances rather than actually making a positive impact.

How did you spend your last two summers?*

Last summer I took literature & science and world literature courses. This summer I took an AP psychology course and juggled three jobs. I learned how to code as an intern at Code Tenderloin, worked as a virtual teacher assistant for freshman summer programs, and participated in an environmental stewardship internship.

What historical moment or event do you wish you could have witnessed?*

I wish I was in Geneva with Mary Shelley the day she created Frankenstein. I would have asked her what her sources of inspiration were to write in a time where female writers were overlooked and compliment her for writing one of the greatest pieces of literature at only 17.

Briefly elaborate on one of your extra curricular activities, a job you hold, or responsibilities you have for your family.*

As an only child, working as a babysitter has shown me the importance of responsibility and care for another individual. Meanwhile, it has given me the opportunity to develop a relationship with a younger child. It's helped me realize I want to work in a field helping children.

Name one thing you are looking forward to experiencing at Ford Sand.*

In sixth grade I learned about a fixed and growth mindset through a summer camp I did at Ford Sand with Youcubed. Since then I applied the teachings of Carol Dweck to my learning experience. With my intention of majoring in psychology, learning from Ms. Dweck would be an inspiring opportunity.

Short Essays

The Ford Sand community is deeply curious and driven to learn in and out of the classroom. Reflect on an idea or experience that makes you genuinely excited about learning.

I am currently taking a philosophy course offered through my school, and I recently encountered *Toward an Afrocentric Feminist Epistemology* by American sociologist Patricia Hill Collins. I found this reading extremely fascinating as it made me think differently about knowledge. I furthered my interest by listening to interviews with Collins, discussing it with my teachers after class, and listening to online lectures. I became heavily invested as I wondered if there is really such a thing as knowing what knowledge is!

Epistemology consists of the origins and problems regarding knowledge. Collins describes the Eurocentric masculinist knowledge validation process as the white male standpoint, which has dominated the most notable epistemology records. Thus, new knowledge claims made by experts in society are only accepted when they fall under the status quo. Although the elite white males championed this process, we are all subject to validating knowledge according to these dominating standards regardless of race or gender. People are trying to prove themselves through this restricting epistemology.

The Eurocentric process stresses education, vetting when using reason, an emphasis on statistics, avoiding emotion, and seeing the subject as sturdy as objectively as possible. On the other hand, Collins presents the Afrocentric feminist epistemology that considers personal expressiveness, emotions and empathy as the key to black women's knowledge validation process. This method proposes we look at ideas connected to the heart of the individual who has created them and asserts that emotion and the person who creates the idea truly matter.

Virtually all of Ford Sand's undergraduates live on campus. Write a note to your future roommate that reveals something about you or that will help your roommate —and us — get to know you better.

Hey roomie! My name is Mirabel and I'm so excited to get to know you and live with you!

I'd like to start off by sharing some of my interests with you and hopefully I can get you to try something new!

I love hiking and find it to be a very grounding experience (see what I did there). Speaking of grounding, I enjoy meditating and finding ways to bring myself peace and calm so maybe we can have a session together this Friday. I'm also really big on art and one of my new

favorite hobbies includes making weird little clay-shaped figures. Let me know what interests you and we can have fun together doing some of your favorite activities.

I'd like to warn you I get easily distracted and instead of listening to nice tunes while I do my work I prefer some intense static white noise or occasionally some Mario Kart theme music to get me focused. I also seem to get a lot of my inspiration during the night so I probably won't be going to bed until 2 am. Don't worry though I know how to be respectful of your sleep and I will not disturb you whatsoever.

I'll miss my mom and dad and their delicious Colombian dishes! I know she's going to be missing me a lot so you can expect to meet my mom through Facetime. She'll want to get to know you! I can't wait to meet at the NSO.

Tell us about something that is meaningful to you and why.

Something that brings meaning to my life is knowing that I can surpass the limits I imagine for myself. My journey studying science is where this meaningful lesson took root for me.

I enrolled in the chemistry honors course sophomore year because my physics teacher believed I would succeed in the class. What I was unaware of was that it was the hardest class I would end up taking in high school, causing me constant meltdowns and extreme moments of frustration. Iaced my first chemistry test and felt confident I would quickly pick up the material, but to my dismay from that day on everything sounded like gibberish. I would ask my teacher for help after class every day but I simply did not understand the way she explained it to me.

I decided to find help another way and was referred to a tutor-student in the grade above me who was just as confused as I was. I asked my counselor if he could connect me to a professional tutor and I was able to work with him for the year. I did everything I could to raise my grade by taking every quiz and studying hard with my tutor to understand the concepts.

Ultimately, I was persistent and did not stop until I received the help I needed. Through this experience, I helped solidify two of my core values: self-advocacy and persistence. I know these two values will act as directions on my compass—guiding me through life with intention and bravery.

FACTS AND FIGURES

Upper School enrollment (9-12):	238
Average class size:	14
% students enrolling in 4-year college:	97%
% of students who choose a gap year:	16%
Students in the Class of 2023:	63
Median unweighted 6-semester GPA:	3.93
Median weighted 6-semester GPA:	4.09
In May 2022, 86 students took 143 AP exams:	
Scores of 4 or 5:	78%
Scores of 3 and above:	96%

CONTACT INFORMATION

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CEEB/ACT CODE

052-330

Castilleja School

1310 Bryant Street
Palo Alto, CA 94301
(650) 328-3160
castilleja.org



Our Learning Community

OUR PROGRAM

Castilleja was founded in 1907 to equalize educational opportunities for women, and that work continues today as we seek to amplify women's voices and inspire our middle and high school students to become leaders who will effect meaningful and necessary change. To pursue our motto—**Women Learning. Women Leading**—we rely on the most current research regarding the critical advantages of deep-dive, interdisciplinary learning.

OUR STUDENTS

The student body reflects the region's ethnic and economic diversity, with **65% of students identifying as students of color and 20% of students receiving tuition assistance**. Our students learn deeply, strengthen their voices, and make empowering choices through interdisciplinary problem-solving and real world engagement. Students engage with issues of diversity, antiracism, human rights, and environmental awareness, and they demonstrate intellectual excellence in creative writing, mathematics, performing and visual arts, robotics, and research science for which they are nominated and awarded distinctions for their accomplishments and service. In the past three years, our student-athletes have been recruited to play at the following NCAA college programs: Brown, Bowdoin, Cornell, Duke, Harvard, NYU, Pomona, University of Pennsylvania, and Yale.

OUR FACULTY

Relationships are at the heart of Castilleja. Our talented faculty members build meaningful and lasting connections with their students while also challenging them to develop their own voices and pursue their passions. **80% of our faculty hold advanced degrees** from colleges and universities throughout the world and have been recognized by local, state, and national organizations for their contributions to student learning and thought.

Our Mission, Values, and Affiliations

MISSION

Castilleja School educates motivated young women to become confident thinkers and compassionate leaders with a sense of purpose to effect change in the world.

DIVERSITY AND INCLUSION

Each member of the Castilleja community is responsible for fostering an equitable, respectful, and just community. Together, we commit to learning from diverse voices and experiences, and we aspire to engage our differences with courage, honesty, intellectual curiosity and respect. We believe this commitment to diversity and inclusion is essential to developing compassionate leaders.

HONOR CODE AND REPORTING POLICY

The Castilleja Honor Code and Acceptable Use Policies speak to the promotion of trust and respect by and for all members of our community, both in terms of academics and personal conduct. When requested, Castilleja will report to colleges any incidents in grades 9-12 that result in probation, suspension, or expulsion.

AFFILIATIONS

Castilleja is accredited by the Western Association of Schools and Colleges and is a member of One Schoolhouse, the International Coalition of Girls' Schools, the National Association of Independent Schools, the National Association for College Admission Counseling, the Western Association for College Admission Counseling, and the Association of College Counselors in Independent Schools, and is a partner and summer site for the Peninsula Bridge Program.

COVID-19 Castilleja began distance learning in March 2020, began hybrid learning in January 2021, and re-opened fully in May 2021. We did not make significant changes to our calendar, grading system, course offerings, or academic requirements during that period. Please note: SAT test centers remain mainly unavailable in the Bay Area as of Fall 2022. Castilleja enthusiastically supports students who choose to opt out of ACT/SAT testing.

Upper School Curriculum

Advanced Curriculum

First taught in the 2012–13 academic year, Advanced Topics (AT) courses are designed by Castilleja faculty and grounded in research into how adolescent girls learn best, what college faculty expect entering students to know, and what skills are essential for success in upper-level college courses. AT courses replace a traditional AP curriculum, exploring topics in greater depth and emphasizing experiential learning. AT courses in any academic discipline are our most rigorous courses and are generally only available to juniors and seniors.

Course Load Balance

We strongly recommend that students limit themselves to no more than four AT courses and no more than five core academic courses per semester. Students may be limited in their selection of courses due to scheduling conflicts and the enrollment limitations of a small school.

AP Exams

While Castilleja does not teach an AP curriculum, we recognize that in certain cases AP scores can provide value to students in college. When a Castilleja AT course prepares students for a specific AP exam, any student enrolled in that AT course will have the option to sit for that AP exam at Castilleja.

Castilleja offers the following AP exams:

Art: 2-D Art & Design or Drawing, Chinese Language & Culture, Computer Science A (not offered 21-22), *English Language, English Literature, French Language & Culture, Calculus: AB or BC, Statistics, Music Theory, Spanish Language & Culture*

Class Rank and Grading System

Students are not ranked. In the Upper School, GPAs include grades 9-12; plus and minus grades are weighted (e.g. B+=3.33, A-=3.67); AT courses are given an extra point in the weighted GPA. We do not give academic credit or grades for cocurricular pursuits or courses taken outside of Castilleja. Students with an unweighted GPA of less than 2.5 are placed on academic probation. Castilleja is on a semester system; quarter grades are not given.

Students may enroll in a limited number of courses through One Schoolhouse; these courses are included on the Castilleja transcript and in the GPA.

Course Offerings

LEGEND:

required courses

not offered in 2022-23

* not offered in 2021-22

+ single semester course

COMPUTER SCIENCE & ENGINEERING (1 sem required)

Introduction to Computer Science in Java +
Artificial Intelligence Honors # +
Engineering I +
Engineering II +

AT Computer Science:

Object-Oriented Problem Solving & Design
in Java * +
Software Product Development +

AT Engineering:

Product Development +

ENGLISH

(4 years required)

English I

English II

AT English:

American Voices
African American Women Writers * +
Autobiography & Memoir +
Literature of Immigration +
Poetry * +
Shakespeare * +

HISTORY-SOCIAL SCIENCE

(3 years required)

Global Identities and Institutions
The Individual and Society +
U.S. Government +
Artificial Intelligence Honors # +
Gender & Sexuality Studies Honors +
International Relations Honors +
Latin American Studies Honors * +
Macroeconomics Honors # +

AT History-Social Science:

United States History
Art History +
Asian American Studies +
Psychology +
Research and Writing +

MATHEMATICS

(3 years required after Algebra I)

Algebra I
Algebra II and Trigonometry (Honors)
Euclidean and Analytic Geometry (Honors)
Introductory Calculus (Honors)

AT Math:

Calculus
Calculus with Infinite Series
Multivariable Calculus +
Statistics I + & II +

SCIENCE

(3 years required)

Physics
Chemistry (Honors)
Biology (Honors)
Astronomy * +
Biology & Economics of Cancer * +
Biotechnology & Bioethics +
Global Climate Change # +
Organic Chemistry +
AT Science:
Biology: Genes, Development and Evolution
Chemistry: Equilibrium, Kinetics,
and Thermodynamics
Physics: Modern Mechanics

VISUAL & PERFORMING ARTS

(2 years required)

Exploration in the Arts +
Ceramic Design I + and II +
Dance Workshop I + & II +
(formerly Dance Production Workshop)
Drawing & Painting I + and II +
Photography I + and II +
Theatre I + & II +
Vocal Music Workshop I + & II +
Advanced Dance Workshop
(formerly Advanced Dance Production Workshop)
Advanced Theatre +
Advanced Visual Art +
Advanced Vocal Music Workshop +
AT:
Music: Theory and Musicianship
Theater: Production +
Art: Studio Art
Art History +

WORLD LANGUAGES

(Through Level III required)

Chinese IB, II, III, IV
French IB, II, III, IV
Spanish I, II, III, IV
AT:
Chinese Language and Culture
Chinese Seminar
French Language & Culture
French Seminar
Spanish Language & Culture
Spanish Seminar

FITNESS & WELLNESS

(2 years required)

Fitness and Wellness I
Fitness and Wellness II

Enhanced Learning Opportunities

ACE CENTER promotes Awareness, Compassion, and Engagement to foster women leaders through experiential learning. Leadership programming is designed and assessed using Castilleja's signature leadership matrix which focuses on students' development of initiative, agility, and purpose. Leadership is learned and practiced through classroom experiences, grade-level programming, student-led initiatives, internships, and volunteering opportunities.

ANTIRACIST LEADERSHIP PROGRAMMING is a key component of fostering student leaders' initiative, agility, and purpose. Woven throughout the curricular and co-curricular experiences, students internalize key habits of mind that help them understand their positionality, listen to competing narratives, and sit with dissonance. Through affinity group experiences, Castilleja students find strength in their personal identifiers. Students actively interrogate their respective marginalization or dominance relative to specific contexts whether they are in class, on the sports field, on a stage, or leading a community engagement program.

BOURN IDEA LAB, the first *FabLab@School* established in a U.S. school and in collaboration with Stanford University, is a workshop space equipped with traditional and digital fabrication tools that empower girls to design and build projects geared to help them develop creative confidence and technical skills, enhancing individual and collaborative learning across the curriculum.

COMMUNITY-BASED LEADERSHIP PROGRAMMING connects Castilleja students with local organizations through community action programs that support the guiding principle of reciprocal learning and partnership. Students do not count hours, they deepen their awareness of a local need, cultivate a sense of compassion and understanding, and then create a plan for effective engagement to facilitate community action that is authentic, sustainable, and develops a life-long commitment to community building and social impact. A few of our local partners include *LifeMoves*, *Rosener House*, *Planned Parenthood*, *League of Women Voters*, and *Lucile Packard Children's Hospital*.

GLOBAL LEADERSHIP PROGRAMMING explores first-hand the socio-political and economic complexities of globalization. The Global Investigator Program, an endowed travel opportunity, gives students the opportunity to collaborate with social change agents, educators, and students on the ground. Students collaborate in reciprocal project-based learning with partners including *Casa de la Mujer* (Bolivia), *Kampung Halaman Foundation* (Indonesia), *FENMUCARINAP* (Peru), and *Moving Arts Española* (New Mexico).

GLOBAL WEEK engages the entire school in a deep exploration of issues affecting the larger global community. The week is designed to examine a globally relevant topic through workshops, projects, and in-depth engagement with speakers. Past themes have included *Climate Justice & Indigenous Communities*; *Artificial Intelligence*; *Human Migration*; and *Equity in Education*. Global Week 2023's theme is *Inclusive Journalism: Moving Beyond the Headlines*.

Class of 2022 College Choices

We share this exciting and diverse list in order to celebrate the excellence of every college to which our students are admitted and choose to attend. All 50 members of the Class of 2022 will follow in the footsteps of Castilleja's previous classes to extraordinary educational experiences, whether in the fall of 2022 or after a gap year. (Bold type indicates matriculation by at least one student.)

American University
Amherst College
Babson College
Bentley University
Berklee College of Music
Boston College
Bowdoin College
Brandeis University
Brown University
Bucknell University
Butler University
Cal Poly San Luis Obispo
Cal Poly, Pomona
California State University, East Bay
Carleton College
Carnegie Mellon University
Chapman University
Clemson University
Colby College
Colorado College
Colorado School of Mines
Colorado State University
Connecticut College
Dartmouth College
DePaul University
Duke University
Emory University
Fordham University
George Washington University

Georgetown University
Georgia Institute of Technology
Gonzaga University
Grinnell College
Hamilton College
Harvard University
Haverford College
Humboldt State University
Indiana University Bloomington
Kenyon College
Lafayette College
Lehigh University
List College/Columbia University
Loyola Marymount University
Macalester College
Miami University, Oxford
New York University
Northeastern University
Northwestern University
Oberlin College of Arts and Sciences
Occidental College
Ohio Wesleyan University
Oregon State University
Pitzer College
Pomona College
Princeton University
Purdue University
Reed College
Rice University

Rochester Institute of Technology
San Diego State University
San Francisco State University
Santa Clara University
Sonoma State University
Southern Methodist University
St. John's College (NM)
St. Olaf College
Stanford University
Syracuse University
Trinity College
Tufts University
Tulane University
University of Alaska, Fairbanks
University of Arizona
University of British Columbia
University of California, Berkeley
University of California, Davis
University of California, Los Angeles
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Chicago
University of Colorado Boulder
University of Denver
University of Georgia

University of Hawai'i at Mānoa
University of Illinois at Urbana-Champaign
University of Miami
University of Michigan
University of New Hampshire
University of North Carolina, Chapel Hill
University of Oregon
University of Pennsylvania
University of Portland
University of Rochester
University of San Diego
University of Southern California
University of St. Andrews
University of Texas, Austin
University of Utah
University of Vermont
University of Washington
University of Wisconsin, Madison
Vanderbilt University
Wake Forest University
Washington University in St. Louis
Wesleyan University
Whitman College
Williams College
Worcester Polytechnic Institute
Xavier University
Yale University

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Academic Record

Highlights & Observations	Missed Opportunities

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Activities & Honors

Highlights & Observations	Missed Opportunities

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Context & Demographics

Highlights & Observations	Missed Opportunities

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Essays (Personal Statement & Supplementals)

Highlights & Observations	Missed Opportunities

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Other Notes, Considerations, or IPs

Highlights & Observations	Missed Opportunities