

Intermediate School PLANNING GUIDE

This publication contains valuable information for parents and students regarding intermediate and high school as well as college and career prep information.



Published by:
The Guidance Department of the
Saddleback Valley Unified School District

INTERMEDIATE SCHOOLS' **GUIDANCE PERSONNEL**

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**SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT
INTERMEDIATE SCHOOL
PLANNING GUIDE**

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MISSION

Saddleback Valley Unified School District's school counseling mission is to provide a comprehensive guidance program addressing the academic, career, and personal/social development of all students. Professional school counselors facilitate the support system to ensure that all students have access to the knowledge and skills necessary to become lifelong learners, creative thinkers, and responsible individuals.

INTRODUCTION

The Saddleback Valley Unified School District strongly believes that today's parents are an essential component in their child's educational planning. Parents share with the school the responsibility for their child's educational advisement. This Planning Guide was prepared so that you may actively participate in your child's future. This guide is given to each intermediate student's family in order to provide you with valuable information and answer many of your school-related questions.

Information and assistance will be made available through guidance presentations, on-campus programs, and school websites and bulletins. Also, please refer to www.svusd.k12.ca.us/guidance.

Parents and students will find that through use of the guidance publications such as this Intermediate Planning Guide and participation in guidance activities, they will be able to become more fully involved in the educational planning necessary for a successful intermediate school experience.

Please keep this guide and refer to it throughout the year. If you have further questions, you may contact the appropriate school personnel listed in this guide.

**INTERMEDIATE SCHOOL
PROMOTION REQUIREMENTS
7TH AND 8TH GRADES**

To be promoted from the 7th and 8th grades, a student must:

- a. Earn a cumulative grade point average (GPA) of 1.50 in all classes and earn at least a 1.0 GPA in English and mathematics each year;
- b. Earn no more than a total of three (3) F's in English, Math, History and/or Science courses during each school year. Students who fail more than three English, Math, History and/or Science courses at either the 7th grade level or 8th grade level must repeat all the course requirements at that grade level;

REQUIRED COURSES FOR PROMOTION

To be promoted to the next grade, a student must complete the following required subjects:

COURSE REQUIREMENTS	7TH GRADE	COURSE REQUIREMENTS	8TH GRADE
English	3 trimesters	English	3 trimesters
Math	3 trimesters	Math	3 trimesters
Science	3 trimesters	Science	3 trimesters
Social Science	3 trimesters	Social Science	3 trimesters
Physical Education	3 trimesters	Physical Education/Health	1 trimester
Electives	3 trimesters	Physical Education	2 trimesters
		Electives	3 trimesters

All four Saddleback Valley Unified School District intermediate schools operate on the trimester system, which divides the academic year into three twelve-week sessions.

A student not meeting the above requirements may be promoted to the next grade level if all of the above requirements are successfully completed during summer school, provided summer school is offered. If not, pupils may be retained.

In the case of a fiscal crisis where state and local funding does not allow for summer school, the superintendent or designee may allow students, who need summer school to meet promotion requirements, to be socially promoted to the next grade level subject to the existing conditions for social promotion. Socially promoted students will NOT be permitted to participate in the promotion ceremony or related activities.

To participate in the 8th grade promotion ceremony, or related activities, a student must have earned academic promotion from the 8th grade prior to the ceremony or planned activity.

GRADE POINT AVERAGE (GPA) FORMULA

In calculating your 7th or 8th grade GPA, all grades in a year are averaged together. To compute your GPA, follow the steps listed below.

- List all 7th or 8th grade courses and the trimester grades received.
- Assign points for each grade using the scale below:
A = 4 B = 3 C = 2 D = 1 F = 0
- Total the points and divide by the number of courses listed.
- The result is your current grade level GPA.
- Plus (+) and minus (-) do not affect the point value of the letter grade.

SAMPLE GPA CALCULATION

1ST TRIMESTER

<u>Course</u>	<u>Grade</u>	<u>Points</u>	
English	B+	3	17 = TOTAL POINTS
Math	C	2	6 = TOTAL NUMBER OF COURSES
Science	C	2	$2.833 = 2.83 \text{ GPA}$
Soc. Science	B	3	6) 17.00
P.E.	A-	4	- 12
Elective	B	3	50
		<u>3</u>	- 48
		17	- 20
			<u>18</u>
			20
			- 18
			20

PROGRESS/GRADE REPORT SCHEDULE

Each trimester is about 12 weeks long. Report cards are mailed about 7-8 working days after the end of the trimester. Progress report grades are issued mid-trimester (these are not permanent grades). Current student grades are able to be accessed on the SVUSD Family Portal, which can be found at: (<https://familyportal.svusd.org/abi>). If you have not previously accessed student grades, you must sign up. Information is sent on report cards regarding signing up for the Family Portal.

TRIMESTER 1 ends on: 12/02/11

TRIMESTER 2 ends on: 3/09/12

TRIMESTER 3 ends on: 6/14/12

TIPS FOR SUCCESS IN INTERMEDIATE SCHOOL AND BEYOND

Intermediate school is a great transition step between elementary school and high school. It helps students adjust to having six teachers instead of one, changing classes, doing more homework, changing for P.E., and being in a bigger school.

Here are some suggestions for students to help succeed in intermediate school and prepare for high school:

- Use the *student planner* each period every day. Write down class assignments, tests, quizzes, homework and projects. If necessary, have teachers and parents sign the planner every day.
- Do *homework* daily and set aside time for *studying*. For most students, about half an hour per class is appropriate. Review and study daily rather than cramming the night before a test. Study skills are very important in high school.
- *Read* 20 – 30 minutes every day.
- Catch up when *absent*. Ask teachers for missed work when you return. Call study buddies or check web sites for missed assignments. For a long absence (three or more days), homework can be requested.
- *Ask for help* when your grades are falling. Ask your teachers or the School Counselor about options for assistance.
- Learn to *organize* your time and papers. Keep assignments neatly in folders or binders and keep older papers organized at home.
- Get *involved* in school activities. It will help you meet other students with similar interests and make school more fun.
- Start thinking about your *future* career and future educational plans. It will help you select better electives and motivate you to work harder in school.



Intermediate School Teacher Recommendations for High School Courses

ENGLISH	
SUBJECT AREA	CRITERIA
English 1 Honors / IB	<p>English 8 Honors: Student must meet all criteria:</p> <ul style="list-style-type: none"> • A or B (2 trimesters) • Advanced writing demonstrated in portfolio (using District 6-point rubrics, scores of 5 or above on multiple pieces of persuasive or response to literature writing – process or on-demand), OR <p>English 8: Student must meet all criteria:</p> <ul style="list-style-type: none"> • A (2 trimesters) • Advanced writing demonstrated in portfolio (using District 6-point rubrics, scores of 5 or above on multiple pieces of persuasive or response to literature writing – process or on-demand). • Performance level of <i>advanced</i> on CST Language Arts.
English 1	All students except those meeting criteria for other courses listed.
English 1 Workshop (at selected High Schools)	<p>English 8: Student must meet two or more of these criteria:</p> <ul style="list-style-type: none"> • D or F (2 trimesters) • Basic or below writing demonstrated in portfolio (using District 6-point rubrics, consistent lower half papers with scores of 3, 2, or 1 – process or on-demand). • Performance level of <i>basic, below basic, or far below basic</i> on CST Language Arts.
ELD 1	<ul style="list-style-type: none"> • CELDT Overall proficiency level I (Beginning), with some variation of proficiency level in the four domains (listening, speaking, reading, and writing). • Appropriate instructional level aligns most closely with Beginning level ELD standards.
ELD 2	<ul style="list-style-type: none"> • CELDT Overall proficiency level II (Early Intermediate), with some variation of proficiency level in the four domains (listening, speaking, reading, writing). • Appropriate instructional level aligns most closely with Early Intermediate level ELD standards.
English 1 Seminar	<ul style="list-style-type: none"> • CELDT Overall proficiency level III (Intermediate), with some variation of proficiency level in the four domains (listening, speaking, reading, and writing). • Appropriate instructional level aligns most closely with Intermediate level ELD standards.

SCIENCE	
SUBJECT AREA	CRITERIA
Earth Science	All students except those meeting criteria for Biology.
Biology	<p><u>Students must meet ALL THREE criteria:</u></p> <ol style="list-style-type: none"> 1a. Enrolled in Geometry Honors in grade 8 and being recommended for Algebra 2 or Algebra 2 Honors in grade 9, OR 1b. Enrolled in Algebra 1 in grade 8 and being recommended for Geometry or Geometry Honors in grade 9, AND 2. Earning a B or higher in their grade 8 science course, AND 3. Grade 8 science teacher’s recommendation based on observation of student’s academic maturity, strong work habits, consistent attendance, and ability to read text material designed for 10th grade college preparatory students. <p>NOTE: - Students not enrolled in Geometry Honors or Algebra 1 in grade 8 DO NOT meet the criteria for Biology in grade 9 - Some high schools may offer Introduction to Earth Science and/or Earth Science Sheltered courses. Students will be identified for placement in these courses by high school staff. Criteria may include concurrent enrollment in other grade 9 courses such as English 9 Workshop, ELD 1, and/or ELD 2. - Placement in special education DIR and Mod courses will be determined by the IEP team.</p>

WORLD LANGUAGES	
SUBJECT AREA	CRITERIA
French 2	French 1: C or higher with teacher recommendation.
Spanish 2	Spanish 1: Solid B or better without extra credit added. Score of 3 or higher on rubric from text <i>Ven Conmigo</i> .
Spanish 1, French 1, German 1	Currently in 1 st year course and not recommended for 2 nd year course. Student must be working at grade level and interested in the language and culture.
Spanish for Spanish Speakers 1, Spanish for Spanish Speakers 2	Spanish 1: Students who speak Spanish at home, possibly as the primary language. Student’s ability to read and write in Spanish is not as well developed as the ability to speak.

SOCIAL SCIENCE

There is no social science course required for 9th grade. The criteria for Social Science elective courses are listed below. U.S. History 8 Honors teachers are the only intermediate school 8th grade Social Science teachers who will complete on-line course recommendations. If a U.S. History teacher has a recommendation for Grade 9 Cultural Geography Honors or Globalization/International Relations Honors, the teacher needs to provide the intermediate school guidance office with the name(s) of the student(s) and the recommended course(s).

SUBJECT AREA	CRITERIA
Cultural Geography/History Honors/IB Globalization/International Relations Honors (LHHS)	U.S. History 8 Honors: A's or B's all trimesters, OR U.S. History 8: Outstanding A
Cultural Geography/History Honors/MUN/IB Globalization/International Relations Honors/MUN (LHHS)	U.S. History 8 Honors: A's or B's all trimesters, OR U.S. History 8: Outstanding A for students who possess strong reading, writing, and speaking skills and who have an extra interest in international affairs.

MATHEMATICS

SUBJECT AREA	CRITERIA
Algebra 2 Honors / IB	<ul style="list-style-type: none"> • Geometry Honors: A or B+ • Demonstrated strength in Algebra 1 standards (grades in Algebra 1 and performance on Algebra 1 CST). If a review of Algebra 1 grades and Algebra 1 CST results indicates a lower performance in Algebra 1 than in Geometry Honors, the Algebra 1 data should be used for placement recommendations because this is a better predictor of success in Algebra 2 than Geometry data. • Trimester grades of two As and one B are acceptable as long as the B is <u>not</u> from Trimester 3. • Demonstrated mastery of content on <u>first</u> assessments of content throughout the school year (not on retakes of assessments) • No "downhill" trend in grade throughout the school year • When recommendations are reviewed in May, no B in trimester 3.
Algebra 2	<ul style="list-style-type: none"> • Geometry Honors: B or C • Demonstrated strength in Algebra 1 standards (grades in Algebra 1 and performance on Algebra 1 CST). If a review of Algebra 1 grades and Algebra 1 CST results indicates a lower performance in Algebra 1 than in Geometry Honors, the Algebra 1 data should be used for placement recommendations because this is a better predictor of success in Algebra 2 than Geometry data. • Demonstrated mastery of content on <u>first</u> assessments of content throughout the school year (not on retakes of assessments) • No "downhill" trend in grade throughout the school year
Geometry Honors / IB	<ul style="list-style-type: none"> • Algebra 1: B+ (only with teacher recommendation) or A • Trimester grades of two As and one B are acceptable as long as the B is <u>not</u> from Trimester 3. • Demonstrated mastery of content on <u>first</u> assessments of content throughout the school year (not on retakes of assessments) • No "downhill" trend in grade throughout the school year • Strong work ethics • When recommendations are reviewed in May, no B in trimester 3.
Geometry	<ul style="list-style-type: none"> • Geometry Honors: D or F OR Algebra 1: B • Demonstrated mastery of content on <u>first</u> assessments of content throughout the school year (not on retakes of assessments) • No "downhill" trend in grade throughout the school year
Algebra 1	<ul style="list-style-type: none"> • Algebra 1: C, D, or F OR Introduction to Algebra: A or B • Algebra Readiness Test (optional) Scores Guideline: March/April: 60%, May: 70% • Good study skills • Mastery of arithmetic computations without a calculator • When recommendations are reviewed in May, assessment data indicates readiness for Algebra 1 course.
Algebra 1A	<ul style="list-style-type: none"> • Introduction to Algebra: C, D or F • Lacks ability to maintain pace of Algebra 1 • Study skills & work habits good or may need improvement. • Has desire, initiative to learn mathematics • Competent or inconsistent with arithmetic computations without a calculator
Algebra 1A Sheltered	<ul style="list-style-type: none"> • Introduction to Algebra: C • Concurrent enrollment in ELD or sheltered courses • Lacks ability to maintain pace of Algebra 1 • Good study skills & work habits • Has desire, initiative to learn mathematics • Competent with arithmetic computations without a calculator

MUSIC-- *Each high school develops its own criteria for music.*

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

HIGH SCHOOL GRADUATION REQUIREMENTS

To obtain a diploma from the Saddleback Valley Unified School District, a student must:

1. Earn a minimum of a "C-" average (Total GPA of 1.75 or above).
2. Earn a minimum of 220 credits of coursework: 165 required credits; 55 elective credits:

English	40 credits
Math	30 credits
Science	30 credits
Social Science	30 credits
Health	5 credits
Physical Education	20 credits
Visual or Performing Arts, Modern Language or American Sign Language ..	10 credits

- The 30 credits of Mathematics must include the content of the SVUSD Algebra 1 course (one year of Algebra 1 or two years of Algebra 1A and 1B). Students completing Algebra 1 with a grade of “B” or better at the intermediate school will have met one year of the high school Mathematics graduation requirements and must complete an additional 20 credits of advanced math at the high school level. No high school credits will be granted for completing Algebra 1 at the intermediate school. Students completing Geometry Honors in intermediate school must complete at least 20 units of Math in high school.
 - Twenty credits of Physical Education (PE) are required for graduation including ten credits of PE Course 1 and ten credits of PE Course 2. A student in 9th grade must enroll in physical education. If a student meets the Physical Fitness Test (PFT) “Healthy Fitness Zone” (HFZ) proficiency level in 9th grade, the student may elect to take the remaining two semesters during either the 10th, 11th or 12th grade. Students who do not meet the PFT HFZ performance level in 9th grade must take PE in 10th grade. No student will receive credit for more than eight semesters of Physical Education.
 - **Students transferring into the district from a non-accredited school will not receive credit for work done at that institution.**
3. Demonstrate grade level writing proficiency on a district benchmark activity, (CAHSEE writing sample or District portfolio), given first in 10th grade;
 4. Submit verification of a minimum of eight hours of community service or equivalent project to be completed during the high school career;
 5. Successfully pass the California High School Exit Examinations (CAHSEE) in language arts and mathematics (score of 350+) which applies to each student completing grade 12.

FACTS ABOUT HIGH SCHOOL

The following facts about high school will help students plan their schedule and know what to expect academically during the high school years.



1. **High School is divided into two semesters, each 18 weeks long.** You earn five credits for a semester course, ten credits for a year-long course. Quarter grades are issued about nine weeks into the semester.
2. **You are required to earn 220 credits to graduate.** If you take, and pass, six classes in 9th, 10th and 11th grades, you can take five classes in 12th grade and have more than the 220 credits required for high school graduation. You must take a minimum of five classes in your senior year, regardless of the number of credits you have earned.
3. **You do not fail an entire grade in high school.** You earn credits for each class you pass. If you fail a class, you make up just that class, either in summer school, adult school, or through other credit options (e.g. community college classes, on-line classes).
4. **You will be required to complete eight hours of community service during high school.** You do this by performing some acts of service outside the regular school day, without getting paid for them. You can find community service projects through school service clubs, church groups, hospitals, or other community agencies. You will have a form signed by your parents and the club or agency sponsor to document that you have completed your hours.
5. **You must have at least a 2.0 GPA and good citizenship** in high school to participate in extra class activities such as athletic teams, performing groups, and competitive groups. Eligibility for extra curricular activities also includes no more than one “F” and one “U” in citizenship in the previous grading period. Associated Student Body (ASB) officers must keep a minimum of a 2.5 GPA.
6. **Some classes have prerequisites.** This means there is a subject requirement, particular grade earned, or teacher permission required before a student can be admitted to a class.

Saddleback Valley Unified School District High Schools

EL TORO HIGH SCHOOL
25255 Toledo Way
Lake Forest, CA 92630
(949) 586-6333

LAGUNA HILLS HIGH SCHOOL
25401 Paseo de Valencia
Laguna Hills, CA 92653
(949) 770-5447

MISSION VIEJO HIGH SCHOOL
25025 Chrisanta Drive
Mission Viejo, CA 92691
(949) 837-7722

TRABUCO HILLS HIGH SCHOOL
27501 Mustang Run
Mission Viejo, CA 92691
(949) 768-1934

SILVERADO HIGH SCHOOL
25632 Peter A. Hartman Way
Mission Viejo, CA 92691
(949) 586-8800

MIRA MONTE HIGH SCHOOL
25632 Peter A. Hartman Way
Mission Viejo, CA 92691
(949) 830-8857

BASIC CALIFORNIA COLLEGE SYSTEMS

1. CALIFORNIA STATE UNIVERSITY (CSU): (These 23 campuses are geared for the upper 33% of high school graduates)



MINIMUM REQUIREMENTS:

- SAT or ACT (writing section is not required).
- The following courses are required for admission:

Minimum Subject Requirements	
“a-g” Subjects:	
a.	History/Social Science: 2 years required (including one year of US history)
b.	English: 4 years required
c.	Mathematics: 3 years required (Algebra I, Geometry, Algebra II)
d.	Laboratory Science: 2 years with laboratory required (one biological, one physical)
e.	Language Other Than English (LOTE): 2 years required
f.	Visual and Performing Arts: 1 yearlong course required
g.	College Preparatory Elective: 1 year required

No grades below a "C" are accepted by CSU.

2. **UNIVERSITY OF CALIFORNIA (UC):** (These nine campuses are geared for the upper 12.5% of high school graduates.)



MINIMUM REQUIREMENTS:

- SAT or ACT test with writing.
- The minimum eligibility is 3.0 for California residents based on the “a-g” courses in grades 10 and 11.
- The following courses are required for admission:

“a-g” Pattern of Courses

MINIMUM SUBJECT REQUIREMENTS: 11 of the 15 required courses must be completed by the end of 11th grade.
a. History/Social Science: 2 years required (1 of world history, cultures and geography)
b. English: 4 years required
c. Mathematics: 3 years required (Algebra 1, Geometry, Algebra 2); 4 years recommended
d. Laboratory Science: 2 years required; 3 years recommended (biology, chemistry, physics)
e. Language Other Than English (LOTE): 2 years of the same language required; 3 years recommended
f. Visual and Performing Arts: 1 yearlong course required (dance, drama, music or visual art)
g. College Prep Elective: 1 year required chosen from: Visual and performing arts (non-introductory level), history, social science, English, advanced mathematics, laboratory science, and language other than English (a third year in the language used for the “e” requirement or two years of another language.)

NOTE: Acceptance into the University of California usually requires more than the minimum subject and GPA requirements. *No grades below a "C" are accepted by UC.*

3. **COMMUNITY COLLEGE:** (Saddleback College, Irvine Valley College, Orange Coast College, etc., more than 100 in California)

DEFINITION:

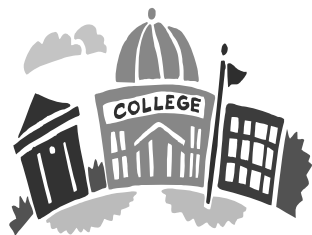
Provides students the opportunity to earn a two-year degree, to attend the first two years of college and then transfer to a four-year college, or to earn a certificate in a career technical education (CTE) program.

ENTRANCE REQUIREMENTS:

Age 18, high school diploma, or California High School Proficiency Exam (CHSPE or GED) accepted. No specific course work required.

PROGRAMS:

- 1) Certificate Programs in career areas
- 2) Two-year Associate Degree
- 3) College Transfer Program



**COMMUNITY COLLEGES
IN THE AREA ARE:**

Coastline College
11460 Warner Avenue
Fountain Valley, CA 92708
(714) 546-7600
www.coastline.edu

Cypress College
9200 Valley View Street
Cypress, CA 90630
(714) 484-7000
www.cypress.cc.ca.us

Fullerton College
321 East Chapman Avenue
Fullerton, CA 92832
(714) 992-7000
www.fullcoll.edu

Golden West College
15744 Golden West Street
Huntington Beach, CA 92647
(714) 892-7711
www.gwc.info

Irvine Valley College
5500 Irvine Center Drive
Irvine, CA 92618
(949) 451-5100
www.ivc.edu

Orange Coast College
2701 Fairview Road
Costa Mesa, CA 92626
(714) 432-0202
www.occ.cccd.edu

Santa Ana College
1530 W. 17th Street
Santa Ana, CA 92706
(714) 564-6000
www.sac.edu

Saddleback College
28000 Marguerite Parkway
Mission Viejo, CA 92692
(949) 582-4500
www.saddleback.edu

Santiago Canyon College
8045 E. Chapman
Orange, CA 92869
(714) 628-4900
www.scccollege.edu/homex.asp

4. **INDEPENDENT/PRIVATE COLLEGES AND UNIVERSITIES:**

DEFINITION: A school that is not supported by state taxes.

ENTRANCE REQUIREMENTS: Requirements will vary from very selective to less restrictive in the private/independent colleges and universities. Check college websites for course requirements and admissions testing requirements. Many private colleges place great importance on student participation in community service, work, athletics, and/or leadership experiences.

EXAMPLES OF PRIVATE/INDEPENDENT COLLEGES IN CALIFORNIA

Alliant International University	National University
American Academy of Dramatic Arts	Notre Dame De Namur University
American Jewish University	Occidental College
Art Center College of Design	Pacific Union College
Azusa Pacific University	Patten University
Biola University	Pepperdine University
California Baptist College	Pitzer College
California College of the Arts	Point Loma Nazarene College
California Institute of the Arts	Pomona College
California Institute of Technology	San Diego Christian College
California Lutheran University	San Francisco Conservatory of Music
Chapman University	Santa Clara University
Claremont McKenna College	Scripps College (women only)
Concordia University	Simpson University
Dominican University of California	Soka University of America
Fresno Pacific University	Stanford University
Golden Gate University	Thomas Aquinas College
Harvey Mudd College	University of La Verne
Holy Names University	University of the Pacific
Humphreys College	University of Redlands
John F. Kennedy University	University of San Diego
La Sierra University	University of San Francisco
Loma Linda University	University of Southern California (USC)
Loyola Marymount University	Vanguard University
Marymount College	Westmont College
The Master's College	Whittier College
Menlo College	William Jessup University
Mills College (women only)	Woodbury University
Mount St. Mary's College (women only)	



The Variety of college-related tests

Most of these tests are related to getting ready to enter a four-year college. They are usually referred to by acronyms instead of their full names.

ACT: a college admission test required by about 65% of the colleges in the United States. It is usually taken in the junior year of high school and may also be taken at the beginning of the senior year. This test covers English, reading, science reasoning, mathematics, and an optional writing section.

SAT: a different college admission test, with the same purpose as the ACT. All California Colleges and most throughout the UC accept both the SAT and ACT. The SAT Reasoning Test measures verbal and mathematical reasoning and writing skills. It is a College Board exam.

SAT SUBJECT TESTS: one hour long subject area tests, required by highly selective colleges. As of 2011 these are no longer required by the UC system. However, they are still required by other universities, sometimes for a specific major. If these tests are taken, they may be provided to the UC as additional information about the student (similar to AP and IB test scores).

PSAT/NMSQT: Preliminary SAT/National Merit Scholarship Qualifying Test is taken in October of the junior year as a practice for the SAT. It is also the first screening for the National Merit Scholarship competition.

AP: Advanced Placement tests are College Board exams taken at the end of Advanced Placement courses, which are college level courses taken in high school. If you pass the test, you can earn college credit.

IB: International Baccalaureate tests are taken as part of the internationally recognized IB program. As with AP tests, high scores on the IB tests can also earn college credit. Students may also graduate with an IB diploma.

**JOHNS HOPKINS
UCI ACADEMIC
TALENT SEARCH** The UCI Academic Talent Search offers students from 6th-10th grades the opportunity to take the PSAT and/or SAT tests. The results are not used for college admissions, but give students a chance to practice these test-taking skills. Top scorers are invited to participate in special honors-level programs. There are specific criteria to determine eligibility for these tests.

YOU DON'T HAVE TO BE RICH TO GO TO COLLEGE



- **Grants** are given to families by the state and federal government based on financial need. They do not have to be repaid.
- **Scholarships** are given based on need or merit and do not have to be repaid. Scholarships are offered by educational institutions as well as private companies, community organizations, and other sources.
- **Loans** are obtained from the government, banks, or colleges and must be repaid after leaving school.
- **Work-study jobs** are provided by the college, usually on campus, to help students earn money while attending school.

Students usually do not have to start repaying their loans until after they finish college, and the interest rate is usually lower than for other kinds of loans.

More than seventy-five percent of all students in two- and four-year colleges attend state or public colleges. Students who reside within the state are charged a lower tuition rate than out-of-state students. Private colleges cost more because they do not receive government funding. Parents can assist their children with the cost of college by doing several important things:

- **Start saving early.** Saving money is the best way to prepare for meeting the cost of college. By setting aside money each month families can build a college fund. Families should consider the colleges of interest, how much those colleges might cost, and how much families can afford to save.
- **Apply for financial aid.** All students may apply for federal, state, and other financial aid to help them pay for college. At four-year public colleges and universities, more than sixty percent of full-time students receive some type of financial aid. At four year private colleges and universities, more than seventy-five percent of students receive some form of financial aid.
- **Consider starting at a community college.** By completing the first two years of a four year degree at a community college, families can better afford the last two years of college or even graduate school.
- **Enhance chances of winning a scholarship.** Scholarships are often based on outstanding academic achievement, exceptional athletic abilities and/or concentrated community service. Make sure to search for scholarships starting in 11th grade.

Explanation of Costs:

Tuition is the amount of money charged for instruction and attendance.

Fees cover other costs, like athletic activities and special events.

Other Expenses include room and board, books, supplies, and transportation. (Room and board refers to the cost of housing and food.)

CAREER PLANNING STARTS IN INTERMEDIATE SCHOOL

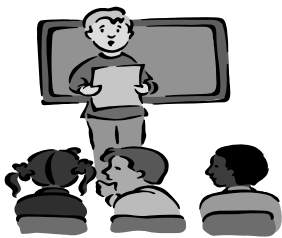
Grade 7 or 8 is not too soon to begin career exploration. Career exploration is an ongoing process that allows you to take information you know about yourself, organize it, and use it to learn about careers that may be right for you. Career exploration is a lifelong process. By developing your skills and understanding yourself better, you will have a better chance of choosing a satisfying career.

The tasks that students will do during their working lifetime will change many times, but many of the skills will remain the same.

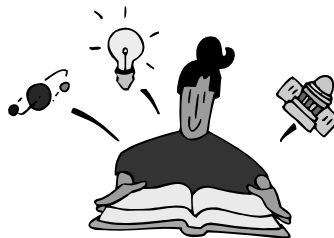
- **Basic skills:** reading, writing, math, speaking and listening, basic computer competency
- **Thinking skills:** the ability to reason, to learn, to think creatively, to make decisions, and to solve problems
- **Personal qualities:** individual responsibility, team cooperation, integrity, self-worth, self-management, punctuality, and a positive attitude.

These are skills that students are learning right now that will help them be successful in work and in life.

THINKING



***SPEAKING &
LISTENING***



TEAMWORK



CRUCIAL EMPLOYABILITY SKILLS

These are the skills that employers will expect you to have. You must begin to develop them now to be proficient in all of these areas by the time you get your first job.

1. Be on time every day.
2. Maintain regular attendance.
3. Have a positive attitude.
4. Present appropriate appearance.
5. Demonstrate good reading, writing, speaking, and listening skills.
6. Have the ability to correctly understand and follow directions.
7. Demonstrate pride in quality of work product.
8. Complete assignments on time.
9. Learn to solve problems: demonstrate creativity and think critically.
10. Show enthusiasm.
11. Be willing to learn.
12. Know how to use a computer, e-mail, and Internet.
13. Be a team player.
14. Demonstrate organizational skills.
15. Show leadership.
16. Demonstrate sensitivity to cultural diversity.
17. Display honesty, integrity, and ethical behavior.
18. Be alcohol and drug free.
19. Be responsible.
20. Recognize the need for lifelong learning.

FASTEST GROWING OCCUPATIONS

2008-2018 (CALIFORNIA)

OCCUPATIONAL TITLE	MEDIAN ANNUAL INCOME*	NUMBER OF 2018 OPENINGS (PERCENT CHANGE)	EDUCATION OR TRAINING LEVELS
Network systems, data communications analyst	\$80,995	52,600 (50.3%)	Bachelor's Degree
Medical Scientists	\$80,928	38,500 (46.9%)	Doctoral Degree
Personal and home care aides	\$21,651	504,700 (45.7%)	Short-term on the job training
Home health aides	\$21,317	78,000 (43.6%)	Short-term on the job training
Physician Assistants	\$90,679	11,500 (42%)	Bachelor's Degree
Still Machine Setters, Operators, Tenders	\$44,338	10,200 (39.7%)	Moderate-term on the job training
Physical therapist assistants	\$26,254	8,100 (37.3%)	Short-term on the job training
Veterinary technologists and technicians	\$34,470	12,700 (35.1%)	Associate Degree
Veterinarians	\$92,424	7,500 (33.9%)	First Professional Degree
Computer software engineers, applications	\$101,414	106,100 (31.1%)	Bachelor's Degree
Emergency Medical Technicians/Paramedics	\$31,329	18,700 (30.8%)	Post-Secondary Vocational Education
Medical assistants	\$29,962	99,400 (30.6%)	Moderate-term on the job training
Surgical Technologists	\$46,036	11,500 (29.2%)	Post-Secondary Vocational Education
Physical Therapists	\$82,255	19,700 (28.8%)	Master's Degree
Pharmacy technicians	\$36,632	35,700 (28.4%)	Moderate-term on the job training
Compliance Officers	\$56,418	40,000 (27.9%)	Long-term on the job training
Fitness Trainers and Aerobics Instructors	\$39,166	40,400 (27.4%)	Post-Secondary Vocational Education
Respiratory Therapists	\$65,135	15,700 (26.6%)	Associate Degree
Dental hygienists	\$90,496	23,300 (25.9%)	Associate Degree
Occupational Therapists	\$84,214	10,200 (25.9%)	Master's Degree
Computer Software Engineers, Systems	\$108,067	92,200 (25.8%)	Bachelor's Degree
Registered Nurses	\$83,653	297,200 (25.7%)	Associate Degree
Dental Assistants	\$33,808	58,200 (25.7%)	Moderate-Term On-the-Job Training
Market Research Analysts	\$68,446	46,200 (25.2%)	Master's Degree

* Median annual income as of 2010.

Information obtained from the California Employment Development Department

WHAT SENIORS SAY THEY WISH THEY HAD KNOWN WHEN THEY STARTED HIGH SCHOOL . . .

. . . *ABOUT HIGH SCHOOL GRADES*

1. **ALL** "F" grades in required subjects must be made up in order to graduate.
2. Always complete and turn in **ALL HOMEWORK**--zeros on homework will pull down "A" and "B" grades even if students perform well on classwork, projects and tests.
3. You cannot retake tests to get a higher grade.
4. You **MUST** study an average of a half hour for each class, every night, whether you have homework or not.
5. Your priority in high school should be your studies.
6. Don't miss class or fall behind on assignments.
7. Students who get involved in some type of extra-curricular activity do better in school.
8. Accurately record assignments, tests, and deadlines in your planner.
9. It's your responsibility to check with the teacher about missed assignments after an illness.
10. You must maintain a 2.0 grade point average to be eligible for extra-curricular activities.
11. ONCE YOU GET BEHIND, IT IS VERY DIFFICULT TO CATCH UP!

. . . *ABOUT COLLEGE*

1. Ninth grade classes and grades are included on your high school transcript. This will be sent to colleges when you apply for admission.
2. "D" grades count for high school credit, but ARE NOT ACCEPTED FOR COLLEGE ADMISSIONS.
3. "A's" and "B's" are highly recommended for continuation in the college prep sequence through high school (e.g., Algebra 1 to Geometry; Spanish 1 to Spanish 2).
4. Your first year is very important for success in classes the next three years.

PARENT INFORMATION

The Saddleback Valley Unified School District has undergone budget reductions due to the State of California fiscal crises. The fiscal crises that resulted in reduced funding to SVUSD have had an impact on school programs and course offerings. Specifically, there are fewer counselors (with a ratio of about 1,200 students to each counselor), more students in each class, fewer elective offerings, and fewer services regarding the library, health office, and other areas.

All classes and courses, including non-academic and elective classes, are conducted without regard to the age, disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics of the student enrolled in such classes; no students shall be prohibited from enrolling nor required to enroll in any class on the basis of age, disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics of the student; no school employee shall offer vocational or school program guidance to students based on age, disability, gender, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics of the student, or in advising students, differentiate career, vocational, or higher education opportunities on the basis of the sex of the student counseled; and participation in a particular physical education activity or sport, if required of students of one sex, shall be required of students of each sex. The lack of English language skills will not be a barrier to admission and participation in the District's programs. The designated Coordinator of Student Compliance of Title IX is the Director of Pupil Services, Saddleback Valley Unified School District, 25631 Peter A. Hartman Way, Mission Viejo, California; (949) 580-3204.

SADDLEBACK VALLEY UNIFIED SCHOOL DISTRICT

25631 Peter A. Hartman Way

Mission Viejo, California 92691

(949) 586-1234

WHO DO I ASK IF...

**ASK THE SCHOOL COUNSELOR:
IF I NEED TO KNOW ABOUT ...**

**Career Information
Grade Checks
Honors Programs
Parent Conferences
Personal/Social Issues**

**Promotion Status
Study Skills
Summer School Information
STAR Testing Information
Tutoring Programs**

**ASK THE STUDENT SERVICES TECHNICIAN:
IF I NEED TO KNOW ABOUT**

**Class Schedule
New Student Orientations
Withdrawal From School**

**Registration
School Records
Summer School Registration**

**ASK THE SCHOOL PSYCHOLOGIST
IF I HAVE QUESTIONS ABOUT**

**Educational Screening
Educational Assessment**

**Personal Problems
Special Education**

**VISIT THE DISTRICT WEBSITE FOR ADDITIONAL GUIDANCE
INFORMATION AT: www.svusd.k12.ca.us/guidance**

**VISIT YOUR SCHOOL'S WEB SITE FOR
ADDITIONAL GUIDANCE INFORMATION**