Intermediate School Planning Guide

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

Published by:
Saddleback Valley Unified School District
Educational Services Department
25631 Peter A. Hartman Way, Mission Viejo, CA 92691

2018 - 2019

INTERMEDIATE SCHOOL GUIDANCE PERSONNEL

SCHOOL/ADDRESS	GUIDANCE PERSONNEL
LA PAZ 25151 Pradera Drive Mission Viejo, CA 92691 (949) 830-1720	**Lisa McCormick, Guidance Specialist/Counselor** Rebecca Husson, Student Services Technician
LOS ALISOS 25171 Moor Avenue Mission Viejo, CA 92691 (949) 830-9700	**Lena Park, Guidance Specialist/Counselor** Ann Peacock, Student Services Technician
RANCHO SANTA MARGARITA 21931 Alma Aldea Rancho Santa Margarita, CA 92688 (949) 459-8253	**Lynnette Bills, Guidance Specialist/Counselor** **Karley Blake, Guidance Specialist/Counselor** Robin Friedman, Student Services Technician Robin Burney, Student Services Technician
SERRANO 24642 Jeronimo Lake Forest, CA 92630 (949) 586-3221	**Tami Bean, Guidance Specialist/Counselor** **Karley Blake, Guidance Specialist/Counselor** , Student Services Technician Susan Trehy, Student Services Technician

DISTRICT ADMINISTRATION

Crystal Turner Ed.D., Superintendent
Connie Cavanaugh, Assistant Superintendent
Laura Ott, Assistant Superintendent
Terry Stanfill, Ed.D, Assistant Superintendent
Ron Pirayoff, Ed.D, Director Secondary Education
Francis Dizon, Ph.D, Director Student Services

SCHOOL COUNSELING 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, websites and bulletins. Also, please refer to the SVUSD guidance website. This can be accessed through the district website: www.svusd.org.

Parents and students will find that through use of the guidance publications such as this Intermediate School 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.

NON-DISCRIMINATION POLICY

SVUSD is committed to equal opportunity for all individuals in education. All district programs and activities shall be free from discrimination based on age, disability, gender, nationality, race or ethnicity, religion, sexual orientation, marital status, pregnancy/parenting, or association with a person or group with one or more of these actual or perceived characteristics equal rights and opportunities. The District shall promote programs that ensure that these discriminatory practices are eliminated in all District activities. 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.

TABLE OF CONTENTS

MISSION/INTRODUCTION/NON-DISCRIMINATION POLICY 3

INTERMEDIATE SCHOOL

Intermediate School Promotion Requirements 5

GPA and Reporting Dates 6

SVUSD Guidance Services/Tips for Success in Intermediate School 7

Intermediate School Criteria for High School Courses 8-11

HIGH SCHOOL

SVUSD High School Graduation Requirements 12

Facts about High School in SVUSD 13

What Seniors Wish They Knew 14

COLLEGE

Different Types of Post-Secondary Options 15

University of California (UC) 16

California State University (CSU) 17

Independent Private Colleges and Universities 18

Community College 19

Military Service Academies & Military Career Options 20

High School and College Related Tests 21

You Don't Have to be Rich to go to College 22

CAREER PREPARATION

Career Planning Starts in Intermediate School 23

Essential Employability Skills 24

WHOM DO I ASK? 25

INTERMEDIATE SCHOOL PROMOTION REQUIREMENTS

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/Health	3 trimesters	Physical Education/Health	3 trimesters
Electives	3 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.

To participate in the intermediate school 8th grade promotion ceremony and/or related activities, an 8th grade student must be meeting promotion requirements prior to the ceremony or planned activity. A student who does not meet the above listed requirements may be socially promoted to the next grade level, and will NOT be permitted to participate in the promotion ceremony or related activities. Summer school is currently not available for intermediate school students. In the event that local funding allows for summer school, students who did not meet promotion requirements will be required to attend summer school in order to promote to the next grade level.

GPA AND REPORTING DATES
GRADE POINT AVERAGE (GPA) FORMULA

In calculating the 7th or 8th grade GPA, all grades in a year are averaged together. To compute the 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 the current grade level GPA.
- Note that plus (+) and minus (-) do not affect the point value of the letter grade.

SAMPLE GPA CALCULATION

1ST TRIMESTER

Course	Grade	Points
English	B+	3
Math	C	2
Science	C	2
Soc. Science	B	3
P.E.	A-	4
Elective	B	3
		17

17 = TOTAL POINTS
6 = TOTAL NUMBER OF COURSES
17÷6 = 2.83 GPA

```
  2.833
6 17.00
 -12
   50
  -48
    20
  - 18
    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/ParentPortal/LoginParent.aspx). There is also a mobile device based family portal which can be found on the district website. If families have not previously accessed student grades, they must sign up. Information is sent on report cards regarding signing up for the Family Portal.

TRIMESTER 1 ends on: 11/16/18

TRIMESTER 2 ends on: 3/8/19

TRIMESTER 3 ends on: 6/13/19

SVUSD GUIDANCE SERVICES

Guidance counselors offer a wide range of services to provide information for all students and their parents regarding both high school and post---high school opportunities. Counselors assist students who plan to attend two or four year colleges with college admissions procedures, testing, and financial aid information. Students who are credit or G.P.A. deficient may receive individual conferences to plan a remediation program for meeting graduation requirements. Career planning is provided for all students at each grade level. Personal/social counseling is provided on an as---needed basis. Evening presentations are held for parents and students on a variety of topics such as college admission, financial aid, high school success, and college entrance testing.

TIPS FOR SUCCESS IN INTERMEDIATE SCHOOL

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. Request homework during long absences.
- ***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. Review subsequent pages of this Planning Guide for information about high school, colleges and careers.

INTERMEDIATE SCHOOL
CRITERIA FOR HIGH SCHOOL COURSES

The following recommendation information is based upon initial placement of incoming 9th graders for the 2018-19 school year. More specific/updated placement criteria for core content areas may be found on the District website in the Fall.

ENGLISH / LANGUAGE ARTS/ENGLISH LANGUAGE DEVELOPMENT

Multiple measures, including but not limited to, writing skills, current grade indicators and the criteria below will be used to assist with the determination of English course placements.

English I Honors / IB A-G English Credit	**NA**	English 8 Honors: • A or B (2 trimesters averaged) • Student Commitment **- OR -** English 8: • A or B (2 trimesters averaged) • CAASPP ELA: Standard Met or Standard Exceeded • Optional: Performance Task Score 3 or 4 • Student Commitment
English 1 (Grade Level) A-G English Credit	**Designated ELD, Expanding** Could be A-G Credit	• CELDT Overall proficiency level 3, 4 or 5 • SRI Lexile: 900+ • CAASPP ELA: Standard Met, Standard Nearly Met, or Standard Not Met • Optional: Performance Task Score 2+
English I Intensive (by teacher recommendation) ***Two Period*** A-G English Credit	**Power Reading** ***Consecutive Block*** Elective Graduation Credit	• Students who are 2 or more years below grade level in reading with none or less than 1 year previous experience in a READ 180 program • Student Commitment • Good attendance and behavior, ability to work independently • SRI: Lexile 700-920 • CAASPP ELA: Standard Not Met or Standard Nearly Met **IF English Learner:** • EL: 3 or more years in the US schools • EL: CELDT: Overall proficiency level 3 or above • EL: CELDT Reading level of 2 or 3 • Optional: Performance Task Score 1 or 2
English Emerging ***Two Period*** **Grades 9-12** District English Graduation Credit	**Designated EL Emerging** ***Consecutive Block*** **Grades 9-12** Elective Graduation Credit	• No more than 2 years in US schools • CELDT Overall proficiency level 2 • ADEPT Level 2 Receptive
English, Early Emerging ***Two Period*** **Grades 9-12** District English Graduation Credit	**Designated ELD, Early Emergent** ***Consecutive Block*** **Grades 9-12** Elective Graduation Credit	• No more than 2 years in US schools • CELDT Overall proficiency level 1 • ADEPT Level 1 Receptive

SOCIAL SCIENCE

Social Science course is NOT required for 9th grade. The criteria for Social Science elective courses are listed below.

SUBJECT AREA	CRITERIA
Cultural Geography/History Honors/IB (ETHS, LHHS) Globalization/International Relations Honors (LHHS,MVHS) Human Geography AP (ETHS, MVHS, THHS)	U.S. History 8 Honors: A's or B's OR U.S. History 8: Outstanding A's or B's
Globalization/International Relations Honors/MUN (ETHS, LHHS, MVHS)	U.S. History 8 Honors: A's or B's OR U.S. History 8: Outstanding A for students have an extra interest in international affairs.
Two-Way Immersion program students	At LHHS will be placed in Globalization/International Relations TWI.

Course Descriptions:

Cultural Geography/History/Honors/IB (ETHS, LHHS)
This course stresses the political, economic, and social institutions of the developing world. While some time is devoted to political and physical geography, the main emphasis is on the historical development and present condition of the cultural forces within the regions and countries under study. Special emphasis is given to the struggle between tradition and change.

Globalization/International Relations Honors (LHHS, MVHS)
Globalization/International Relations Honors/MUN (ETHS, LHHS, MVHS)
This "Global Connect" course introduces students to the forces, events, individuals and issues that define the increasing interaction and interdependence of the people and nations of our 21st century world. The curriculum's central presentations, interactive workshops, readings, computer- writing prompts, team and individual student projects are based on the disciplines of geography, political science, economics, anthropology, sociology, and international studies. The program is taught in partnership with UC Irvine with curriculum that is revised every year. UCI graduate students help revise the curriculum and assist with small group instruction in the classroom. Guest lecturers from UCI also help introduce new units of study throughout the year. The Globalization/International Relations Honors/MUN course also includes involvement in Model United Nations with an emphasis on current events. Students in the MUN program receive additional training in how to prepare for and participate in weekend MUN conferences at various high schools in Southern California.

Human Geography AP (ETHS, MVHS, THHS)
This Advanced Placement course introduces students to the study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface and prepares them to take the Advanced Placement exam in May. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

WORLD LANGUAGES

Placement recommendations are to be determined based on all the criteria listed below.

SUBJECT AREA	CRITERIA
Spanish 3	Spanish 2: C or better
Spanish 2	Spanish 1: C or better
Spanish 1	Student 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.

SCIENCE

Placement recommendations are to be determined based on all the criteria listed below.

.

Current Course	Criteria TRI 1 & 2 – Science	Next Course Placement
Integrated Science 8 Honors	A or B	Bio of the Living Earth Honors
Integrated Science 8 Honors	C or below	Bio of the Living Earth
Integrated Science 8	A (Tri 1 & Tri 2)	Bio of the Living Earth Honors
Integrated Science 8	B or below	Bio of the Living Earth

*Note teachers will have an opportunity after initial placement to review course placement and make recommendations to move a student into honors

Saddleback Valley Unified School District

9th Grade Math Placement Guidelines

The guidelines below were used for placement of 8th grade students into 9th grade math courses. These guidelines are reviewed and revised in accordance with CA Ed Code 51224.7.b.3.

	Initial Spring Placement		End of Year Placement			Final Placement	
8th Grade Math Course	**1st & 2nd Trimester Math GPA**	**Initial 9th Grade Placement**	**3 Trimester Math GPA**	**Readiness Exam Score**	**9th Grade Placement**	**Final 9th Grade Placement**	**Checkpoint Exam**
Algebra	3.6-4.0	Geometry Honors	3.6-4.0	NA	Geometry Honors	Geometry Honors	NA
	3.0-3.5	Geometry	3.0-3.5	NA	Geometry	Geometry	N/A
	2.0-2.9 *No trimester grade below C	Algebra 1	2.0-2.9	75% and above	Geometry	Geometry	N/A
				Below 75%	Algebra 1	Algebra 1	80% and above can move to Geometry**
	Below 2.0	Algebra 1	Below 2.0	NA	Algebra 1	Algebra 1	N/A

**Parent/Guardian can waive student into Geometry after the checkpoint exam.

	Initial Spring Placement			End of Year Placement				Final Placement		
8th Grade Math Course	**1st & 2nd Trimester Math GPA**	**Initial 9th Grade Placement**	**Support Class Needed**	**3 Trimester Math GPA**	**Readiness Exam Score**	**9th Grade Placement**	**Support Class Needed**	**CAASPP Results**	**Final 9th Grade Placement**	**Support Class Needed**
Math 8	3.0 and above	Algebra 1	No	3.0 and above	NA	Algebra 1	No	NA	Algebra 1	No
	2.0-2.9	Algebra 1	Yes	2.0-2.9	70% and above	Algebra 1	No	NA	Algebra 1	No
					Below 70%	Algebra 1	Yes	Standard Met, or Standard Exceeded	Algebra 1	No
								Standard Nearly Met, Standard Not Met	Algebra 1	Yes
	Below 2.0	Algebra 1	Yes	Below 2.0	NA	Algebra 1	Yes	Standard Exceeded	Algebra 1	No
								Standard Nearly Met, Standard Met, Standard Not Met	Algebra 1	Yes

SVUSD 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, Career Technical Education, World Language or American Sign Language ..... **10 credits**

- Students completing Algebra 1 in accordance with 9th Grade Math Placement Guidelines at the intermediate school, will have met one year of the high school 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 level. Students enrolling in Algebra 1 or Geometry, in the ninth grade will be required to complete three years of math at the high school level.
- Twenty credits of Physical Education (PE) are required for graduation including 10 credits of PE Course 1 and 10 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.

3. Demonstrate grade level writing proficiency on a district benchmark activity (i.e. District portfolio);

4. Submit verification of a minimum of eight hours of community service or equivalent project to be completed during the high school career.

- Students transferring into the district from a non-accredited school will not receive credit for work done at that institution.
- To participate in a high school graduation ceremony and receive a high school diploma, a student must have completed all graduation requirements prior to the ceremony.

FACTS ABOUT HIGH SCHOOL IN SVUSD

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 extracurricular 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 Dr.
Mission Viejo, CA 92691
(949) 586-6333

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

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

WHAT SENIORS 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 or other system.
9. It's your responsibility to check on-line or 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 of high school is very important for success in classes the next three years.
5. If you follow a career pathway in high school you will be better prepared to choose a major in college and be more successful.

DIFFERENT TYPES OF POST-SECONDARY OPTIONS

COMMUNITY COLLEGES:

Students attend two-year colleges to earn an Associate of Arts (AA) degree or an Associate of Science (AS) degree. Students who earn a degree may transfer credits to a four-year college or university.

FOUR-YEAR COLLEGES/UNIVERSITIES:

Students attend four-year colleges and universities to earn bachelor's degrees by successfully completing the degree program. There are hundreds of these institutions to choose from, and they vary by size, admission criteria, academic standards, and what types of courses they offer.

Many four-year colleges and universities also have graduate and professional schools. Students interested in studying for a profession that requires more than a bachelor's degree will attend a graduate or professional school in order to earn a master's, specialist's, and/or doctoral degree(s).

PUBLIC VERSUS PRIVATE COLLEGES:

Public colleges are usually less expensive, particularly for in-state residents. They receive most of their money from the state government. Private colleges rely on tuition, fees, endowments, and other private sources. Private institutions tend to charge the same tuition for in-state and out-of-state students. Private colleges are often affiliated with a religious denomination.

TECHNICAL SCHOOLS:

Technical schools and programs offer education and training that is specifically targeted to specialized areas within the employment domain. Career choices may require that students first obtain the specialized training that these programs offer before a reasonable job search can occur.

Students can access programs focusing on different occupational areas in both public and private vocational-technical schools. Examples include computer technician, nurse's aide, geriatric medical assistant, broadcast technician, veterinarian assistant, plumbing, air conditioning, truck driving, barbering, or cosmetology.

CALIFORNIA COLLEGE SYSTEM
UNIVERSITY OF CALIFORNIA (UC)

These 9 campuses are geared for the upper 12.5% of CA high school graduates

MINIMUM REQUIREMENTS:

- SAT (with writing) or ACT (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 as a UC freshman:

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) and other UC approved courses (e.g. CTE courses).

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.***

CALIFORNIA COLLEGE SYSTEM
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 as a CSU freshman:

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 1, Geometry, Algebra 2)
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.

CALIFORNIA COLLEGE SYSTEM 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, employment, athletics, and/or leadership experiences. Often, letters of recommendation, essays, and interviews also play an important role. The following is a sample of some of the independent colleges and universities in California that offer undergraduate education.

Academy of Art, San Francisco
Antioch University, Los Angeles
Art Center College of Design
Azusa Pacific University
Biola University
Brandman University
California College of the Arts, San Francisco
Cal Lutheran University
Chapman University
Charles Drew University
Claremont McKenna College
Concordia University
GNOMON School of Visual Effects
Harvey Mudd College
Hope International University
La Sierra University
Laguna College of Art + Design
Loma Linda University
Loyola Marymount University
Marymount California University
Mount Saint Mary's University
Menlo College
National University
Occidental College
Pacific Oaks College
Pepperdine University
Point Loma Nazarene University
Pomona College
SOKA University of America
Southern California University of Health Sciences
The Master's College
University of La Verne
University of Redlands
University of San Diego
University of San Francisco
University of Southern California
Vanguard University
Western University of Health Science
Whittier College
Woodbury University

CALIFORNIA COLLEGE SYSTEM

COMMUNITY COLLEGE

COMMUNITY COLLEGES: 114 Campuses, 2.1 Million Students

ENTRANCE REQUIREMENTS:

Age 18 or high school diploma (California Certificate of Proficiency accepted). No specific course work required. Students may take courses at community college while attending high school if they obtain permission from their Counselor and Principal.

PROGRAMS:

1) Occupational Training
2) Certificate Programs
3) Associate of Arts or Associate of Science Degree
4) College Transfer Program to Four-Year Colleges

LOCAL COMMUNITY COLLEGES:

- Coastline College (www.coastline.cccd.edu)
- Fullerton College (www.fullcoll.edu)
- Golden West College (www.goldenwestcollege.edu)
- Irvine Valley College (www.ivc.edu)
- Orange Coast College (www.orangecoastcollege.edu)
- Santa Ana College (www.sac.edu)
- Saddleback College (www.saddleback.edu)
- Santiago Canyon College (www.sccollege.edu)

TRADE/TECHNICAL SCHOOLS

Over 10,000 vocational schools throughout the United States teach a variety of careers. Admission requirements for these schools vary, and the tuition ranges from approximately $500 to $10,000 depending on the nature and length of the course. Students are typically required to take only courses related to their specific area of training rather than general education courses. Some trade and technical schools offer Associate Degrees and/or Bachelor's Degrees as well as Certificates. The following is a sample of some of California Trade Schools:

- **Culinary Institute of America** (Culinary Arts)
- **DeVry University** (Business Management, Engineering and Information Systems, Health Science, Liberal Arts and Sciences Media Arts and Technology)
- **Fashion Institute of Design Merchandising** (Fashion, Visual Arts, Interior Design, Entertainment)
- **Interior Designers Institute** (Interior Design, Architecture)
- **Institute of Technology** (Business, Culinary Arts, Criminal Justice, Medical, Technical)
- **The Art Institute of California** (Visual Design, Interior Design, Marketing, Animation, Film Production, Gaming Technology, Fashion, Culinary Arts)
- **The Los Angeles Film School** (Recording Arts, Music Production, Film, Animation, Entertainment Business, Digital Filmmaking, Graphic Design)
- **Universal Technical Institute** (Welding, CNC Machining, Marine Mechanics, Motorcycle Mechanics, NASCAE, Collision Repair and Refinishing, Diesel and Industrial Technology, Automotive Technology)

MILITARY SERVICE ACADEMIES

ACADEMIC PREPARATION

Academic preparation in high school should be rigorous. SVUSD students will be competing with the most outstanding students throughout US and California. **MINIMUM** course requirements are:

a) Four years college preparatory English
b) Four years college preparatory mathematics (Algebra 1, Geometry, Algebra 2, Math Analysis). Pre-calculus, calculus, and basic Computer Science will be extraordinarily helpful.
c) At least 2 years of laboratory science (Biology, Chemistry, and Physics).
d) One year of U.S. History. Courses in Geography, Government, and Economics are useful as well.
e) Two years of a foreign language.
f) Maintain a high GPA and rank in the top 20%. Honors and AP or IB courses are recommended.
g) The PSAT should be taken in October of the junior year. Students should take the SAT and ACT during the second semester of the junior year.

PHYSICAL PREPARATION

a. Participation in vigorous team sports, or individual sports requiring sustained physical effort.
b. Performing regular distance running and strenuous conditioning exercises.

LEADERSHIP PREPARATION

a. Participation in class, club or student government.
b. Pursuing academic and scholastic achievement such as National Honor Society.
c. Leadership and significant achievement in athletics.
d. Participation and achievement in service organizations such as Boy Scouts, Girl Scouts, and ROTC or a record of service to the community.

MILITARY CAREER OPTIONS

Students may seek careers in the military either by enlisting in one of the armed services, by joining the ROTC program in a college/university, or by being accepted at one of the competitive military academies. The advantages of military service include:

IMMEDIATE BENEFITS

1. Educational and career training (technical and professional)
2. Opportunity to become a commissioned officer through ROTC or military academies
3. Travel
4. Specific guaranteed training
5. Free medical and dental care
6. Lower cost commissary and Post Exchange services
7. Guaranteed pay and pay bonuses
8. Promotion opportunities
9. A cadre of trained consultants and counselors, wide resources, and references

SCHOLARSHIPS AND STUDENT AID PROGRAMS

The U.S. Army, Navy, Air Force, Marine Corps, or Coast Guard offers very generous **scholarships and student aid programs** for those enlisted for a certain amount of time. In some cases, students receive an education first, and then serve an equivalent amount of time in the military. Some programs permit students to enter the service first, and save money for an education while completing the enlistment period.

HIGH SCHOOL AND COLLEGE RELATED TESTS

Most of these tests are related to getting ready to enter a four-year college. They are usually referred to by the following acronyms.

SAT VS. ACT

The SAT is a three-hour, 50 minute exam The SAT is 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 math, evidence-based
Reading and writing, and an optional essay.

SAT SUBJECT TESTS: Some colleges require or recommend that you take SAT Subject Tests, especially if you're applying to take specific courses or programs. There are 20 SAT Subject Tests in five general subject areas: English, history, languages, mathematics and science. Each Subject Test is an hour long. They are all multiple-choice and scored on a 200–800 scale. Subject Tests test you on your knowledge of subjects on a high school level. The best way to prepare is to take the relevant courses and work hard in them.

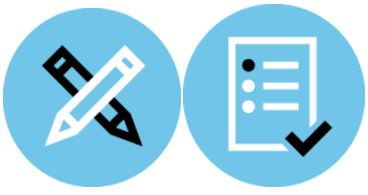
The ACT is another college entrance exam that measures English, Reading Math, and Science reasoning with an optional writing section. The multiple choice test is four hours and 15 minutes and the optional writing test is an additional 30 minutes. This exam is used by most colleges and universities to make admissions decisions. It is usually taken in the junior year of high school and may also be taken at the beginning of the senior year.

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.

PSAT 8/9: The PSAT 8/9 tests the same skills and knowledge as the SAT and PSAT/NMSQT— in a way that makes sense for 8th and 9th grade students. Some SVUSD intermediate schools and all high schools will participate in the 2018-19 exam.

AP: Advanced Placement tests are College Board exams taken at the end of Advanced Placement courses. High school AP courses 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.



FINANCIAL AID FOR COLLEGE

Every year millions of students apply for and receive financial aid. In fact over fifty percent of all college students receive some form of financial aid. More than 75% 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 receive less government funding. Some college aid is based on need and some on merit. Need is determined by what the college costs and what the student and the family can afford. Colleges consider the family's income and expenses.

College costs include:

- **Tuition and fees**
- **Books and supplies**
- **Room and board**
- **Transportation and personal expenses**

There are **four main types of aid** that are offered:

Grants are given to families by the state and federal government based on financial need. They do not have to be repaid.

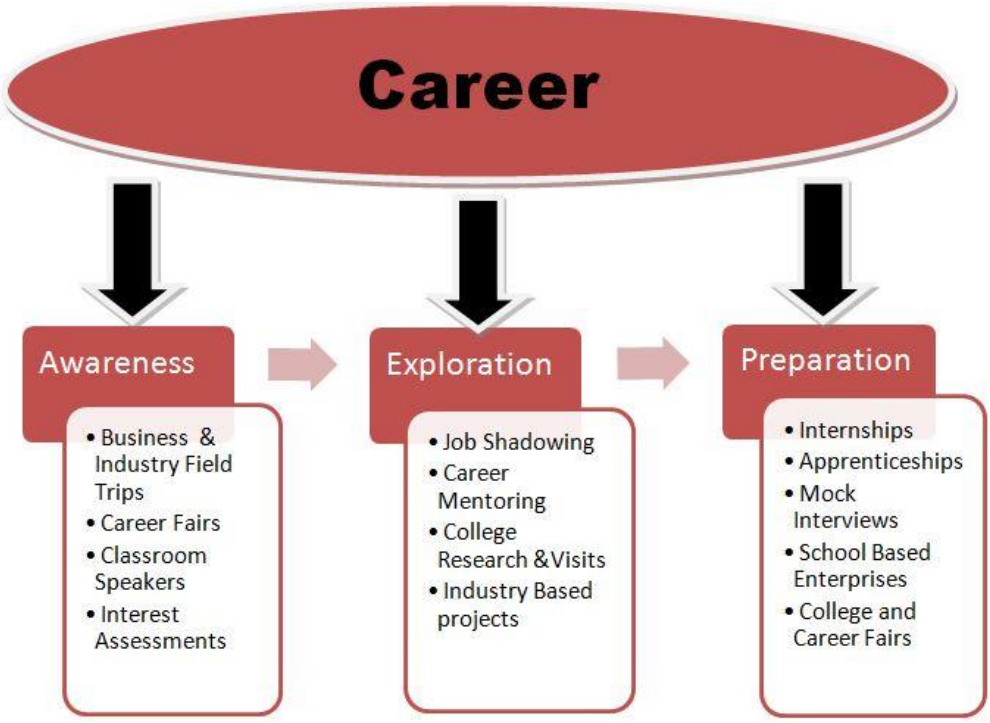
Scholarships are given based on need or merit and do not have to be repaid. Scholarships are offered by educational institutions as well as private companies, community organizations, and other sources.

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.

CAREER PLANNING STARTS IN INTERMEDIATE SCHOOL

Intermediate School 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.



Another good way to begin career exploration is to get hands-on experience in fields you are interested in, through classes called Career Technical Education courses (CTE). These courses are focused on building life and career skills. Students are introduced to CTE courses in Intermediate School and advance through High School and Post-Secondary Institutions. Talk to your School Counselor to learn more about CTE courses!

Here are some Career Planning Tools to begin your Career Exploration now!

California Careers: **www.cacareerzone.org**
Career Cafe: **www.cacareercafe.com**
Career One Stop: **www.acinet.org**
Career Paths: **www.whodouwant2b.com**
My Majors: **www.mymajors.com**
My Next Move: **www.mynextmove.org**
Occupational Outlook Handbook:
www.bls.gov/careeroutlook
Road Trip Nation: **www.roadtripnation.org**

ESSENTIAL EMPLOYABILITY SKILLS

The following are some of the skills that employers will want 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. Be responsible.
3. Maintain regular attendance.
4. Keep your school work organized.
5. Present appropriate appearance.
6. Take initiative.
7. Have the ability to correctly understand and follow directions.
8. Demonstrate pride in quality of work product.
9. Complete assignments on time.
10. Set goals for yourself.
11. Show enthusiasm.
12. Be willing to learn.
13. Have advanced technology skills (for many careers).
14. Practice appropriate media etiquette.
15. Demonstrate organizational skills.
16. Show leadership.
17. Demonstrate sensitivity to cultural diversity.
18. Display honesty, integrity, and ethical behavior.
19. Be alcohol and drug free.
20. Recognize the need for lifelong learning.

- 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, adaptability and a positive attitude

WHOM DO I ASK?

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 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
Testing Information
Tutoring Options

ASK THE SCHOOL PSYCHOLOGIST IF I HAVE QUESTIONS ABOUT:

Psychoeducational Assessment
Special Education – IEP Questions/Class Schedules

VISIT THE DISTRICT WEBSITE FOR ADDITIONAL GUIDANCE INFORMATION AT: www.svusd.org

VISIT YOUR SCHOOL'S WEBSITE FOR ADDITIONAL GUIDANCE INFORMATION