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Developing an administrator's manual for high school summer programs

Lawrence H. Blinn

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California State University
San Bernardino

DEVELOPING AN ADMINISTRATOR'S
MANUAL FOR HIGH SCHOOL
SUMMER PROGRAMS

A Project Submitted to
The Faculty of the School of Education

In Partial Fulfillment of the Requirements of the
Degree of

Masters of Arts

in

Education: Administrative Services Option

By

Lawrence H. Blinn, M.A.

San Bernardino, California

1989
Abstract:

This project consisted of four phases.

1. Designing the project.
2. Gaining the needed field work experience.
3. Writing the project.

The first phase consisted of designing a project that would be a significant learning experience and be of benefit to a large number of people. A summer school manual will benefit not only Moreno Valley unified School District, but any other district that needs a similar document.

The second phase of this project involves gaining the needed practical experience to complete the task of writing a meaningful manual. This involves working as a summer program administrator in all phases of the summer program to include planning, implementation, and evaluation of the 1987 summer high school program. Additionally consultation with present and past administrators is needed to prepare an accurate manual.
The third phase involves following CSUSB guidelines for completing a masters project in the field of education.

The fourth phase involves the actual writing and compilation of the manual. It necessitates accurate compilation of notes and samples of forms and documents into an accurate, readable and meaningful summer school procedures manual.
Acknowledgements:

Special thanks to Joe Palomino, Sandy Ferguson, Len Anderson, and Doug De Witt. All of whom helped make this project possible.
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Introduction:

Moreno Valley was incorporated in 1984 and has faced the obstacle of coping with a phenomenal growth rate since that time. The city's population has grown from just over 47,000 to an estimated 80,000 people in the middle of 1987. In the same time period, the school district's enrollment has increased from 11,000 students to nearly 20,000 students. With the drastic change in population there were numerous demands upon the schools, one of these being an undeniable need for extended year schooling for the general student population.

Implementation of Proposition 13, in 1978, signaled the end of traditional summer school programs. Eventually summer programs began creeping in under special education funding and proficiency classes for those who had not passed their subject area examinations. However, with the growth of the community, came increased need and desire for an expanded summer school. Students and parents demanded makeup classes to prevent delayed graduation in the event of failed classes. Additionally, the increased mandatory classload created a greater desire for enrichment courses to facilitate early graduation or provide alternatives to an otherwise inflexible schedule of classes. Parents also needed to find alternative care arrangements for children who normally spent their mornings in Summer School. These needs and desires, unfortunately, were unable to be fulfilled until funds became available through Senate Bill 813, in
With the availability of those funds, summer school reopened to an eager Moreno Valley community in the summer of 1984. The program included kindergarten through twelfth grades and special education. Because special program funding is indexed to pre-Proposition 13 attendance levels, the summer program was limited to two locations during the summers of 1984 and 1985. However, the overwhelming response and waiting lists exceeding enrollment figures, resulted in expansion to three locations in the summer of 1986 (K-5, K-8, and high school). Program administration and staff were selected each year from among district employees who were willing to extend their work year.

The summer school administrator is a desirable and sought after position that has proven to be a vital enhancement to administrative careers. In the past three years, all three K-8 administrators have moved into principal positions the following year, two interns have become assistant principals, and one became a high school Dean of Students. The upward mobility created by these positions is great, but when new people come in, there is little if any written information to guide them in setting up a meaningful or effective summer program that provides continuity to students or faculty from previous years. Therefore, confusion and frustration result as a result of the lack of written guidelines for summer program operations. Previously, administrative directions for these programs had come from the notes and oral guidance of previous administrators. However, as the district continues to grow and programs are simultaneously conducted at more than one site, articulation may no longer be feasible.

Enrollment has been growing yearly and student waiting lists continue to equal or exceed the enrollment figures. With continued district growth, additional school construction and increased funding, additional sites are needed for all programs. There are currently two high schools in the district and a third is slated for completion in 1990. When that campus opens, a
multi-site high school program will become a reality. In anticipation of that need, this writer proposes to develop an administrators manual for the high school summer programs.
Review of Literature

Summer program need has been established over a number of years, however, literature on the subject of traditional summer school programs is extremely limited. In researching titles in card catalogs, The Educational Index, ERIC and Dissertation Abstracts dating back to 1958, there were three possible books, one state (of California) pamphlet, three articles (in over 1,200 titles) and four dissertation abstracts (in over 200 titles) that had some relevance to traditional high school programs. The need for written guidelines has become increasingly important as summer programs continue to grow. In searching the limited literature on the subject of traditional summer school it was stated that as far back as 1959, there has been a need for summer programs.

The need for extended year programming for special education students has been long standing. Summer education has also been offered in camp settings for gifted and special needs students. Another approach offered by Firth and Kimpston (1973) is to offer foreign language study during the summer months. They suggested using foreign language newspapers, foreign travel and, the more traditional approach of integrated foreign language study into a broader based interdisciplinary summer study program.
A report by James Conant advocated tuition free summer school to serve not only students who "have to repeat a subject, but also ... bright and ambitious students who wish to ... broaden the scope of their elective programs." (Conant, 1959). Conant's inference to serving the enrichment needs of students has been substantiated in studies by Scherer (1972), Hall (1974), Goldberg (1975), Heyns (1978) and Ross (1980). However, the results, other than popularity and the child care aspect have shown limited success.

Frederick Scherer's 1972 study sought to determine why the state of New Jersey adopted extended year programs, how successful the programs were and what people thought of extended year education programs. He used a combination historical study and survey research.

Scherer used two separate surveys: the first was completed by high school students, parents, PTA's, teacher associations, board presidents and superintendents in all of New Jersey's school districts (irrespective of whether or not they had extended year programs). The second was completed only by superintendents of districts that had extended school year programs (either currently or in the past).

The results determined there was much support for summer education. However the four semester (forty-eight week) school year, although successful, was far less favored than the more traditional noncontinuous summer school programs. There were only two such programs adopted in New Jersey at the time of Scherer's study. The summer (only) programs, although recently established, are gaining in enrollment and are "popular with educators, students and parents." They are not mandatory, offer enrichment and acceleration opportunities, are six to eight weeks in duration and, as preferred by most respondents over mandatory year round schooling (Scherer, 1972).

Parker Hall's 1974 doctoral study at the University of South Carolina (Hall, 1974) dealt with the study of remedial programs for failing high school students. He compared traditional
high school programs with remedial programs that took into account the individual circumstances and idiosyncrasies of the students involved. The traditional programs used a formula of class time, class meetings and class size to achieve success for remedial students. One of the remedial approaches (Type I) was to allow the "deprived, failing" students a special and separate opportunity to better themselves, and the other (Type II) took into account the many unique factors of each individual.

Hall's hypothesis was that all three types of summer schools would "affect the achievement scores of the subjects to the same extent." His historical research gave him little encouragement for his hypothesis, and the data from his studies did not significantly reinforce the premise of his hypothesis. There were some indications that the remedial programs (more from Type I than Type II), did have some positive affects on student achievement. However, the traditional program also showed positive differences on test scores. Each program showed improvement of mean scores in some areas, but none were conclusive enough to indicate any overwhelming success for remedial students in summer programs.

Similarly, Melvin Ross' 1980 study of Baltimore City Public Schools' six week remedial summer programs found that remedial student test scores improved only with one-to-one instruction. Ross' study set out to determine the correlation between methodology used in the Baltimore City Schools program (and the success of those methods) and the advocated methodology found in his review of literature.
His literature review indicated a need for maximum one-to-one instruction, individual testing, behavioral objectives and special teacher training. He studied six hundred forty two students in grades seven through eleven, who were studying remedial mathematics and English. The students were in twenty-nine groups with an average class size of twenty-four students. The use of the four practices was ascertained through teacher interviews, student questionnaires and actual classroom observation.

Through pre and post-testing of the students and a multiple regression analysis of the four independent variables, Ross found a group gain gain of +.53 from one-to-one instruction and a gain of +.18 from the use of behavioral objectives. The other variables, teacher training and diagnostic testing showed regression of -.08 and -.24 respectively. Accordingly, Ross, concluded that the average class size of twenty-four students prohibits a true remedial experience in the Baltimore city schools. However, he did feel the average overall gain (of 10.1) warranted further research to determine the permanence of the gain.

Rabbi Joseph Goldberg found little success in meeting academic goals in the New York City summer school program (Goldberg, 1975). He studied fourteen New York academic high schools that offered the regular high school courses to failing students and those who would graduate in September by doing advanced work. He surveyed the faculty of the fourteen high schools and had a response from two hundred ninety five faculty members including all of the teachers in charge, sixteen general assistants, ten subject supervisors, seven librarians and two hundred forty eight teachers.
Goldberg's study found that the courses were the same as those of the regular school year, that the six week semester was suitable for some students, but not for others, only limited use of the library facilities and a faculty that was top heavy with subject supervisors in spite of sever budget cuts for the operation of summer programs. Additionally there was little articulation among the summer and regular school year guidance staffs, the program purposes were not in line with those expressed by the Board of Education and very little innovation employed to motivate students who were otherwise not motivated to learn.

As a result of his findings, Goldberg recommended improved coordination among guidance staff, formation of a district wide summer school coordinating committee, establishment of experimental mini-sessions and availability of summer sessions for enrichment as well as remedial students. He also advocated special programs for gifted students and innovated techniques to be used throughout the system.

The study by Barbara Heyns in Atlanta showed better attendance among enrichment students and virtually no improvement in test scores, but high parent satisfaction with the summer program because "it was entertaining and 'kept the children off the streets'" (Heyns, 1978). Heyns referred to summer programs as "administratively decentralized and relatively loosely organized." (Heyns, p123), thus setting the stage for her rather negative assessment of summer program effectiveness. However, she felt that the opportunity to hire non-credentialed parent aides was a great asset for furthering school/community relationships.

In her Atlanta study, Heyns studied sixth grade students using a combination of field work, anecdotal sources and reports produced by Atlanta Public schools. Most of the summer programs were six weeks in duration and provided three to four hours of instruction. Some programs began with free breakfast. Heyns noted data from Anderson in 1972 that indicated participation in summer programs by twenty-three of Atlanta's forty-two "sample schools"
(Heyns, p124). However, "one-fifth" of the students were involved in programs lasting more than six weeks and "one tenth" (Heyns, p124) participated in programs that lasted longer than five hours per day. The Atlanta programs tended to shy away from academics and favored enrichment activities in areas such as team sports, music and drama. Additionally, classes such as typing and home economics that were not available during the regular school year were offered to the students. Many of the programs were organized around a theme such as future careers or using the library. Most participants did feel that the program was a "great success," (Heyns, p125) in the eleven schools that were closely evaluated by the district administration. Although attendance ranged from fifty-five to eighty-nine percent of the enrollment, teachers, students and parents all felt the summer programs were successful. The children went "because it was fun."(Heyns, p 125), teachers were able to construct their own curriculum and parents, especially working mothers, found the programs "kept the children off the streets" and helped the children "advance... in education."(Heyns, p125).

Race also was a factor in Heyns' study, she noted that forty-eight percent of the black students and eighteen percent of the white children attended their own schools in the twenty-three schools that held summer sessions in 1972 (Heyns, p126). Of the students that did not have summer programs in their own schools, there was still a significantly higher percentage of black versus white students in attendance.

The overwhelming majority (ninety-six percent) of the students were not in summer school because they had to make up work, but because they or their parents wanted to them be there (Heyns, pp128-129). In spite of the enthusiasm for the Atlanta summer programs, there, admittedly, is very little, if any academic gain. The results also are varied according to race. White students were reported to have gains of two and one-half months during the summers, "with or without summer school" (Heyns, p130). Blacks, however, lose as much as just
over one month, with or without summer school (those who did attend showed a slightly lower academic loss for the summer) (Heyns, p131).

Although public summer school programs have met with limited academic success, they have indeed increased in popularity, not only in other states, but in California as well. A 1975 study of California's Public Elementary and Secondary Schools that was published by the Legislative Analyst showed a growing increase in summer school enrollment in seven districts throughout the state between the years 1971 and 1975. The Oakland, ABC, Los Angeles, Sacramento, San Diego, San Francisco, and Simi Valley Unified school districts showed an increase of over 345,000 summer students in those five years (California Public Elementary and Secondary Summer Schools, 1975). However, they also discovered an excess of funds for those programs and cut the spending limit through legislation (SB 90 and AB 1267). The 1975 levels were adjusted slightly by SB 220 that increased ADA levels by about eighty dollars per student for the summer session. At this time the handwriting was apparently on the wall and these stringent reforms apparently set the stage for the eventual demise of many summer programs, in spite of their popularity after the onset of Proposition 13 in 1978. However, with the passage of AB 813 in 1983, summer programs again became a reality in 1984 and have continued to grow since that time.
As summer programs became an ongoing need of California communities, districts began developing manuals to provide guidelines for the administrators of summer programs. The surrounding districts of Riverside and San Bernardino have procedural manuals to help guide their summer school administrators and the Long Beach Unified School district has a manual that is bound in a three ring binder to expedite changes as the program becomes more refined. It was last revised in March, 1987. The manual is divided into eight sections dealing with personnel, students, facilities, programs, support staff duties, records, reports and sample forms. It even includes a subject area index for expeditious reference to particular subject areas.

Moreno Valley Unified School District has no traceable manual for programs prior to 1978. However, Dr. Leonard Anderson, former summer principal, compiled a comprehensive set of notes into two large loose leaf binders during the 1985 and 1986 summer school sessions. The notes include memos, letters, board agendas, copies of state guidelines, handwritten notes and sample forms. Although Dr. Anderson's work is quite comprehensive, it is not set out in a brief, subject area format that would facilitate effective coordination without personal communication to fill in the gaps.
Objectives:

1. Arrange summer field work experience at Moreno Valley High School.
2. Interview personnel to determine needs of summer program.
   a. Summer Principal
   b. Summer Intern
   c. Former Summer Principal
3. Complete summer field work experience.
4. Consult with Director of Special Programs.
5. Obtain notes from former principal.
Project Design:

The objectives of this project will be met in the following manner:

Objective Number 1: Arrange Summer field work experience at Moreno Valley High School.
This will be accomplished by contacting Joe Palomino, Principal of Moreno Valley High School to arrange my summer field work placement.

Objective Number 2: Interview personnel to determine needs of summer school program.
   a. Summer Principal
   b. Summer Intern
   c. Former Summer Principal

This objective will be completed by arranging an interview with Sandra J. Ferguson, Summer School Principal, through Joe Palomino (her principal) then discussing the requirements of the summer session. Next, by arranging an interview with Douglas DeWitt, the intern for the 1986 and 1987 summer sessions, to determine his perspective of the needs for a manual for summer school administrators. Then, interview(s) will be conducted with Len Anderson, the former summer principal, after the session begins.
Objective Number 3: Complete summer field work experience, will be met by arranging my academic schedule around the summer school schedule and completing all duties as assigned by Ms Ferguson and Mr. DeWitt.

Objective Number 4: Consult with Director of Special Programs, will be arranged by setting an appointment with Ms Marti Orth to discuss the composition of the manual and determine the goal, purpose and rationale for the extended education program.

Objective Number 5: Obtain notes from Len Anderson. Dr. Anderson has two large notebooks of notes and sample forms from the 1986 Summer Session. I intend to use his notes, copies of correspondence, and sample forms to assist in designing and arranging the manual.

Objective Number 6: Write comprehensive administrator's manual, will be accomplished by researching Dr. Anderson's manuals, making notes, consulting with Ms Ferguson, Ms Orth, and spending the 1987 winter recess (from teaching) writing the manual. The manual will then be presented to Ms Ferguson and Ms Orth for additions or corrections prior to submission for approval by my readers and the Masters Committee of California State University, San Bernardino.
The manual will be brief and clearly written. It shall be divided into seventeen (17) sections plus an appendix of sample forms to expedite duplication and use for the summer session. The sections of the manual will be as follows:

1. Forward
2. Rationale
3. Overview
4. Budget
5. Timelines
6. Selection of Site and Administrators
7. Job Descriptions.
8. Course Offerings
9. Registration and Scheduling
10. Selection of Certificated Personnel
11. Communications.
12. Checklist
13. First Day Preparations
14. Staff Meeting
15. School Session
16. Final Report
17. Bibliography

Each section shall contain a brief narrative describing that aspect of the program, a brief description of procedures and brief samples of the procedural forms if applicable or feasible. Otherwise, reference shall be made to the appendix for the proper form and format. This writer shall attempt to limit the text of the manual to sixty (60) pages and the appendix to an additional twenty-five (25) pages.
Project:

The objectives of this project were met in the following manner:
The first objective was met by arranging and completing an interview, with Joe Palomino, the Moreno Valley High School principal, who subsequently approved a summer field work placement as a member of the summer administrative team.

The second objective, completion of interviews, was completed by arranging and completing interviews with Sandra J. Ferguson, the summer principal, to determine goals, objectives and program requirements for the summer session. During the course of preparation for the session, Douglas DeWitt, the summer intern, was interviewed to determine his perspective of the need for a Summer School administrators manual. After, the session started, a series of interviews were conducted with Dr. Len Anderson, who served as administrator for the previous two summer sessions.

The third objective of completing the summer field work objective was accomplished by pursuing a minimal personal academic schedule that allowed sufficient time to complete the duties assigned by Ms Ferguson and Mr. DeWitt.

The fourth objective, consultation with the Director of Special Programs, was completed through consultation with Ms Marti Orth to discuss the needed contents of the manual and the goal, purpose and rationale of the extended education program.
The fifth objective of this project was completed by using Dr. Len Anderson's two large notebooks of notes, sample forms, and correspondence to provide much of the information needed for a comprehensive administrators manual.

Through the use of Dr. Anderson's notes, personal notes, and consultation with Ms Ferguson and Ms Orth, the manual was written and presented to Ms Ferguson and Ms Orth for additions and corrections prior to submission to the readers and Masters Committee of California State University, San Bernardino.

The manual is brief and clearly written. It is divided into seventeen (17) sections plus an appendix as delineated in the proposal section of this writing. Each section contains a brief narrative describing that aspect of the program, a brief description of procedures and brief samples of the procedural forms if applicable or feasible. Otherwise, reference is made to the appendix for the proper form and format. The text of the manual was well under the targeted sixty (60) pages, however the appendix was nowhere near the targetted additional twenty-five (25) pages.
Summary:

The concept of a summer school manual was not especially hard to conceive. The natural progression of my field work assignments, placed my secondary experience in the summer months. Therefore, the natural choice was to experience the comprehensive experience of being a co-administrator of the summer program. In preparing to complete that experience I discovered that there was no real procedures manual to guide the administrators in setting up or running the actual summer session. Preparation of the manual was a necessary project for our district and was an anticipated matter of tedium, but not foreseen as any major problem.

There was a slight problem in tracing down the history of Moreno Valley's summer programs because of the former small size of the district followed by the rapid growth and accompanying turnover of administrative staff, the history was evasive to say the least. However, a combination of administrators, teachers and former students were finally able to unravel a major portion of the mystery. The historical background of traditional public summer schools, was provided through the use of the Education Index, ERIC, and dissertation abstracts of the past thirty years.
Extended Education

A Guide to High School Summer Programs

By

Lawrence H. Blinn, M.A.

Moreno Valley Unified School District
Forward

This manual has been prepared in fulfillment of the project requirement for a Masters Degree in Education-Administrative Services Option- at California State University, San Bernardino, California. Its intended use is a guide to assist individuals in the administration of the Summer High School program of Moreno Valley Unified School District.

Special thanks to Dr. Leonard Anderson for the use of his notes from the 1986 Summer Session and to Ms Sandra Ferguson and Mr. Douglas DeWitt who allowed me the opportunity to complete my secondary field work experience under their guidance.
Rationale

The extended education program has been established by Instructional Services in the Department of Special Programs under the direction of Ms Marti Orth. Summer School has been established with a fourfold purpose. First the "813" classes provide students with the opportunity to make up classes that they have failed to complete during the regular school year or get ahead by completing classes that they have not yet taken. Second, the "Proficiency" classes provide students with specialized instruction in the necessary skills to successfully pass the proficiency examinations in the areas of Written Language and Mathematics. The third purpose is to provide Special Education students with additional exposure to classroom instruction during the school year. The fourth purpose is to provide seniors needing ten hours or less credit, the opportunity to graduate.
Legal Basis

Senate Bill 813 has provided schools in the State of California with a funding source to provide remedial or enrichment classes in the academic subject areas. The program is contingent upon legislative appropriation and gubernatorial approval of funding. The 1986 appropriation, based upon district enrollment, was $137,904 to provide 81,600 hours of instruction. The amount was proportionately higher for 1987 and will increase again for the 1988 session. The high school summer program funding is based upon hourly attendance and requires a six week program of instruction. Competency Based Drivers' Training is also mandated by the state legislature and is paid for out of the General Fund.
Overview

The process of organizing each summer session is a tedious and rather time-consuming process. Although on the surface it appears to be rather straight-forward it is quite the opposite. The first obstacle seems to be finding an administrator who is willing to forgo summer vacation and work an extended year. Once that hurdle is crossed, a time line must then be established that will permit opening on the target date with sufficient course offerings, class rooms, teachers and materials. (All of these factors, of course, are dependant upon sufficient funding being allocated for the current year).

During the allocated time, which should begin in early February, and under existing budget constraints, the administrators should be selected, the assistants hired, course offerings determined, registration organized and completed, teaching and clerical staffs hired, materials and supplies ordered, schedules established, classrooms designated, special education program established, transportation arranged (for special education students), hours and bell schedules arranged, operating procedures determined and supportive materials prepared. If anybody has any semblance of sanity remaining after completing the above procedures, the staff should arrive on Thursday (after a three day vacation) anxiously awaiting to hear all the vital information that you must convey to them in a brief staff meeting. And that is only the calm before the storm. . .
Once the actual session begins, be prepared for four days of sheer bedlam. The office will be literally inundated with people seeking either schedule changes or late registration. Additionally, there will be an unbelievable number of people who didn't know summer school was starting already and want to enroll right now (even if there is a waiting list). The only way to handle the work load is to simply take each case as it comes in, fill out the paperwork, enter the changes on the data base, and file the changes in the student folders. Meanwhile all "no shows" must be called to confirm that they indeed are not coming and people on the waiting list must be called as soon as vacancies occur. After the fourth day there must be an earnest attempt to fill any remaining vacancies by calling people on the waiting list to come in on that day.

There will be several calls from both students and parents during the following week to try to get into summer school, however the attendance guidelines are firm, leaving virtually no room for exceptions. The rest of that week will be filled with posting and filing schedule changes and discipline problems will be likely to accelerate as the students settle into the routine of summer classes. The work load in the third week will begin to taper off as will the discipline load. By the end of the fourth week the pace will settle down to a very slow crawl, with the fifth week being sheer doldrums. However, the sixth week will pick up once again with the many tasks necessary to close out the session.
The final report to the Assistant Superintendent of Curriculum and Instruction, although large in size, is, wholly made up of statistics that have been gathered throughout the six week session. It is really not all that time consuming or cumbersome to prepare if the format of previous reports is followed. Everything should be wrapped up within one or two days after the end of the summer session and with any luck, the administrative team may even get a week off before work begins on the regular school year.
### Budget

For purposes of illustration, the budget illustrated is for the 1986 Summer Session. The amounts for personnel are determined by the current negotiated rate, and the amounts for materials, supplies and indirect expenses increases by approximately 10% each year. The 1986 budget is as follows:

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
<th>Cost</th>
<th>Duration (or Justification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Administrator</td>
<td>$3,029</td>
<td>15 Days (beyond regular contract)*</td>
</tr>
<tr>
<td>1</td>
<td>Admin. Intern</td>
<td>$3,168</td>
<td>40 Days</td>
</tr>
<tr>
<td>10</td>
<td>Teachers</td>
<td>$23,480</td>
<td>31 Days (@ $79.53) **</td>
</tr>
<tr>
<td>1</td>
<td>Secretary II</td>
<td>$1,542</td>
<td>36 Days/4.5 hrs ( @ $9.52) ***</td>
</tr>
<tr>
<td>1</td>
<td>Clerk Typist I</td>
<td>$232</td>
<td>15 Days/ 2 hrs ( @ $7.73)</td>
</tr>
<tr>
<td>1</td>
<td>Clerk Typist I</td>
<td>$1,217</td>
<td>35 Days /4.5 hrs ( @ $7.73)</td>
</tr>
<tr>
<td>1</td>
<td>Custodian</td>
<td>$900</td>
<td>6 Wks ( @ $15/wk/10 classrooms)</td>
</tr>
<tr>
<td></td>
<td>Unemployment Ins.</td>
<td>$101</td>
<td>.3%</td>
</tr>
<tr>
<td></td>
<td>Workman's Comp.</td>
<td>$340</td>
<td>1.012%</td>
</tr>
<tr>
<td></td>
<td>Supplies (Classroom)</td>
<td>$1,500</td>
<td>$25/Wk x 6wks x 10 Classrooms</td>
</tr>
<tr>
<td></td>
<td>Supplies (Custodial)</td>
<td>$325</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials</td>
<td>$2,363</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Indirect</td>
<td>$1,181</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td>$39,378</td>
<td></td>
</tr>
</tbody>
</table>

* Rate is for an Assistant Principal's salary at the 1986 level. The amount must be increased to reflect current salary levels and also must be higher if a principal is selected as the administrator.

** Teachers' pay rate reflects the 11-15 years salary credit level (per 1986 contract) and must be increased to reflect current negotiated level.

*** Secretary II has been increased to 6 hours, and all Clerical pay must be adjusted to meet current negotiated rates.
## Graduating Seniors and Proficiency

<table>
<thead>
<tr>
<th>Number</th>
<th>Position</th>
<th>Cost</th>
<th>Duration (or Justification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Teachers</td>
<td>$14,088</td>
<td>6 Wks (1-Adult Ed, 5-Proficiency)</td>
</tr>
<tr>
<td>1</td>
<td>Custodian</td>
<td>$540</td>
<td>6Wks x$15 x 5 Classrooms</td>
</tr>
<tr>
<td></td>
<td>Unemployment Ins.</td>
<td>$60</td>
<td>.3%</td>
</tr>
<tr>
<td></td>
<td>Workmen's Comp.</td>
<td>$72</td>
<td>1.012%</td>
</tr>
<tr>
<td></td>
<td>Supplies</td>
<td>$900</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Materials</td>
<td>$20,313</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL</strong></td>
<td><strong>$35,973</strong></td>
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</tr>
</tbody>
</table>

* If there is enough demand for Proficiency Classes, this money may be used to hire additional teachers.

## ROTC

<table>
<thead>
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<th>Number</th>
<th>Position</th>
<th>Cost</th>
<th>Duration (or Justification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Air Force Instructors</td>
<td>$2,500</td>
<td>District's share</td>
</tr>
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</table>

**TOTAL** $2,500
Drivers' Education

<table>
<thead>
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<th>Number</th>
<th>Position</th>
<th>Cost</th>
<th>Duration (or Justification)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Teacher</td>
<td>$2,348</td>
<td>31 Days @ $75.73</td>
</tr>
<tr>
<td>1</td>
<td>Custodian</td>
<td>$90</td>
<td>6 Wks @ $15/wk</td>
</tr>
<tr>
<td></td>
<td>Unemployment Ins.</td>
<td>$10</td>
<td>.3%</td>
</tr>
<tr>
<td></td>
<td>Workmen's Comp.</td>
<td>$150</td>
<td>1.012%</td>
</tr>
<tr>
<td></td>
<td>Supplies</td>
<td>$150</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td>$2,610</td>
<td></td>
</tr>
</tbody>
</table>

Note:
The budget for special day classes is handled by the Special Education Department and all Special Education supplies are to be purchased through the Special Education Department.

See Also: Appendix for supplies that were ordered for the 1986 session. This list will need to be adjusted according to the number of extra classes offered.
Timelines

The following timelines were used in planning the 1986 Summer Session. They are intended as a guide for future planning, but may need to be adjusted slightly to comply with board and administrative schedules.

April 14th  Deadline for Principal applications

April 18th  Deadline for Staff applications

May 2nd  Deadline for Administrative Intern applications

May 6th  Board affirmation of Summer School Principal

May 7th - 12th  Interview Summer School Teachers

May 19th  Board affirmation of teaching faculty

May 12th-June 6th  Registration of Summer School Students

June 6th  Deadline for Student Registration
June 11th         Post Class Lists

June 11th - 19th Announce Acceptance to students

June 26th and 27th Teacher work days

June 30th         Summer School begins

July 21st         Progress notes to office for same day mailing

August 8th        Summer School ends

August 11th       Grades to County Office for posting

August 13th       Grades mailed to students by County Office

September 1st     Evaluation completed, labels to Registrar and copy of
                  report card to counselor
Selection of site and administrators

The selection of a site has not been an issue in previous years as there has only been one high school. However, as the district continues to grow, the process may very well become somewhat more complicated. The current process is to rotate sites between Moreno Valley High School and Canyon Springs High School with Canyon Springs being the school of choice in even numbered years. It is anticipated that the process will continue but will be on a three year or four year rotation as future high schools are constructed.

The administrator (principal) of the Summer Program is traditionally selected from among current administrative personnel at the high school level. The person has usually been one of the assistant principals. This task must be completed on a timely basis, preferably in April or no later than early May, to allow the individual sufficient time to organize the summer program. The Administrative Intern should be hired as soon as possible after board affirmation of the principal to allow the two individuals to work together in the planning process. The Administrative Intern is selected from among district personnel who have completed, or are in the process of completing their Administrative Services credential.
Job descriptions

Principal:

Goal: To effectively manage the Moreno Valley Unified School District's Extended Education Program, to enhance student achievement, facilitate staff needs, monitor site programs, and implement district policies.

To accomplish this goal statement the principal's duties shall include, but not be limited to the following:

1. Monitoring budget expenditures
2. Staff and instructional monitoring
3. Maintaining a high profile on the campus to provide a positive atmosphere and serve as a deterrent to possible discipline problems.
4. Delegation of administrative duties to Administrative Intern to promote professional growth opportunities.
5. Update and refine organizational model for summer sessions to ensure smooth operation in future years.
6. Maintain daily attendance and communicate attendance concerns to parents to help enhance maximum ADA.
7. Assist and support teachers and Administrative Intern with effective handling of discipline problems.
Administrative Intern:

Goal: To provide support and service to staff and students in the Summer School program through monitoring attendance, the instructional program, supervision and discipline.

The duties of the Administrative Intern shall include, but not be limited to the following:

1. Monitor daily attendance and provide district office with weekly and/or daily counts as needed.

2. Establish system for effectively communicating attendance concerns to parents.

3. Encourage perfect attendance by implementing a positive student attendance program.

4. Assist and support teaching staff to assure effective student discipline.

5. Maintain high visibility on campus, especially before school, during breaks, and after school to act as a deterrent to possible discipline problems.

6. Provide necessary supplies and equipment to staff to ensure an effective instructional program and positive learning environment.

7. Accept and effectively implement all duties assigned by the Summer School Principal.

8. Assume responsibility for effective management of the Summer School program in the absence of the Principal.
Teachers

Goal: The goal for teachers is to enhance the students' opportunity to learn by acting as a positive role model and, as a facilitator of the learning process, to instill the desire for learning.

The duties of teachers shall include but not be limited to the following.

1. Set and follow meaningful goals and objectives for each subject area taught.

2. Establish and maintain a pleasant, well ordered and effective learning environment.

3. Monitor student progress through the use of regular and meaningful evaluation tools.

4. Complete and turn in grade reports and attendance rosters on a timely basis.

5. Other duties as assigned.
Secretary II (36 days-6 hrs./day):

Goal: To assist and support the faculty and administration in the establishment and operation of an effective Summer School Program.

The Secretary's duties shall include, but not be limited to the following:

1. Provide clerical support to Principal and Administrative Intern as needed.
2. Maintain and distribute supplies to teachers as needed and keep Administrative Intern and Principal aware of supply needs as they arise.
3. Enter student list and student numbers with county schools office for grading purposes.
4. Assure that attendance registers are ordered and received from the County Schools' Office, distributed to and completed and returned by teachers.
5. Maintain staff payroll.
6. Supervise and delegate clerical duties to Clerk Typist I as needed.
7. Schedule appointments for Principal and Administrative Intern as needed.
8. Issue and retrieve keys.
9. Assist with check out procedures.
10. Other duties as assigned by Principal or Administrative Intern.
Clerk Typist I (35 days-4.5 hrs./day):

Goal: To assist the Administrative staff through clerical support to assure effective operation of the Summer School Program.

The duties of the Clerk Typist I shall include, but not be limited to the following:

1. Filing of student folders and other materials.
2. Entering daily attendance records to the attendance data base program.
3. Answering telephones and forwarding messages as needed.
4. Assisting Secretary II with typing as needed.
5. Other Duties as assigned by Secretary II, Principal or Administrative Intern.
Clerk Typist I (15 days-2 hrs./day):

Goal: To assist the Administrative staff through clerical support to assure effective establishment of the Summer School Program.

The duties of the Clerk Typist I shall include, but not be limited to the following:

1. Setting up file folders and filing student registration materials.

2. Telephone communication and personal liaison with guidance, special education and district office as needed.

3. Other duties as assigned.
**Course offerings**

Course offerings funded by SB 813 are determined by the amount of funding available, the number of students at risk in the academic areas and the number of students interested in enrichment by subject area. The proficiency classes must be made available to all students in eighth grade or above who have failed the proficiency exam in that particular subject area. Drivers' Education is funded separately as is Special Education. The work experience program and ROTC are ongoing entities and the Summer Swim program is a separate program that is simply on the Moreno Valley High School premises. There are basically two Special Education classes divided by grade level (9,10 and 11,12). Eligibility for these classes is determined by Individual student Education Programs and is limited to those specifying both "Special Day Class," and "Extended Education." The course offerings for the 1987 Summer Session are as follows (any additional classes will be added according to demand and funding):

**SB 813:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science</td>
<td>5</td>
</tr>
<tr>
<td>Physical Science</td>
<td>5</td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td>10</td>
</tr>
<tr>
<td>Algebra I</td>
<td>5</td>
</tr>
<tr>
<td>Algebra A (2nd Semester)</td>
<td>5</td>
</tr>
<tr>
<td>Intro to Computer</td>
<td>5</td>
</tr>
<tr>
<td>Math for SAT</td>
<td>5</td>
</tr>
<tr>
<td>Intro to Social Studies</td>
<td>5</td>
</tr>
<tr>
<td>US Government</td>
<td>5</td>
</tr>
<tr>
<td>US Problems</td>
<td>5</td>
</tr>
<tr>
<td>Modern World History &amp; Culture</td>
<td>5</td>
</tr>
<tr>
<td>English I &amp; II Makeup</td>
<td>5</td>
</tr>
<tr>
<td>College Skills</td>
<td>5</td>
</tr>
</tbody>
</table>
PROFICIENCY COURSES:

Mathematics Proficiency
Reading Proficiency
Written Language Proficiency

OTHER COURSES:

Drivers' Education
Drivers' Training (Contracted with Valley Driving School)
Special Education
Work Study
ROTC
Summer Swim Program (currently at MVHS)

Note: Preparation of a summer schedule creates a need for communication with the registrar, counseling staff and other individuals involved in the master scheduling process is vital to ensure against gaps in the fall schedule, and improper scheduling of students.
Registration and Scheduling

Registration

The registration process basically consists of three steps:

1. Creating the needed forms.

2. Mailing forms and explanatory letter to parents of students who are at risk.

3. Collecting the forms and entering the information into the registration data base.

The first task may be greatly simplified by using the examples in Appendix as models for the forms of the current year. There needs to be a list of courses offered, an explanatory letter, and a contract/registration form to be signed by both student and parent. These forms should be mailed prior to the second week in May (May 9th for the 1988 session) and registration should open on that day and close by June 10th. The registration forms need to be distributed and collected at all middle school sites on a daily basis, especially during the first week. The forms must also be made available to students whose parents were not notified for some reason or those who are seeking to enroll in enrichment courses. As the forms are received they must be stamped for both date and time as the demand for Summer School far exceeds the number of seats available.

As the registrations are received they must be promptly entered into the data base and
filed on a timely basis to prevent errors and lost paperwork. The registration data base (created by Douglas DeWitt, Dean of Students, Canyon Springs High School) includes students' last name, first name, date of application receipt and time of receipt. It should be expanded to include the address, parents' names and home and work telephone numbers. The added information will expedite parent contact in case of personal emergency or disciplinary action.

A sample data base is shown below in Chart 1.

**Chart 1:** Sample Data Base

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PARENT NAME</th>
<th>ADDRESS</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABLE</td>
<td>MARY</td>
<td>STAN/EDITH HOWARD</td>
<td>24567 DRACAEA</td>
<td>247-4387</td>
</tr>
<tr>
<td>JONES</td>
<td>MICHAEL</td>
<td>FRED/GRACE</td>
<td>28964 ATWOOD</td>
<td>653-5498</td>
</tr>
<tr>
<td>FREDRICKSON</td>
<td>LYDIA</td>
<td>BRUCE/SYLVIDA MICHAELS</td>
<td>12011 PERRIS BLVD</td>
<td>924-8761</td>
</tr>
<tr>
<td>ALBERTSON</td>
<td>GREGORY</td>
<td>DIANE</td>
<td>17426 PAN AM BLVD</td>
<td>242-6730</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>CLASS 1</th>
<th>CLASS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 12</td>
<td>0813</td>
<td>MWHC</td>
<td>MATH PROF</td>
</tr>
<tr>
<td>MAY 12</td>
<td>1007</td>
<td>S.A.T. MATH</td>
<td>INTRO COMPUTER</td>
</tr>
<tr>
<td>MAY 13</td>
<td>1156</td>
<td>PHYS SCI</td>
<td>PHYS SCI</td>
</tr>
<tr>
<td>MAY 13</td>
<td>1201</td>
<td>W.L. PROF</td>
<td>MATH PROF</td>
</tr>
</tbody>
</table>
Scheduling

The schedule of classes may be created using the same data base to select the number of applicants for each course offering. The 813 classes are limited to the contract maximum (currently 40) per section offered. When those sections are filled according to the date and time of first applications received, the remainder of the applicants are placed on the waiting list in the order in which their applications were received. There is no limit on proficiency students, but class sizes should not exceed thirty (30) students per section offered. By using the data base, schedule conflicts are readily identified and remediated during the initial scheduling process. Chart 2 shows the categories selected for the scheduling process.

Chart 2: CLASS SELECTION

MATH PROFICIENCY (SAMPLE):

<table>
<thead>
<tr>
<th>COUNT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>DATE</th>
<th>TIME</th>
<th>CLASS 1</th>
<th>CLASS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ABLE</td>
<td>MARY</td>
<td>MAY 12</td>
<td>0813</td>
<td>MWHO</td>
<td>MATH PROF</td>
</tr>
</tbody>
</table>

MODERN WORLD HISTORY AND CULTURE (SAMPLE):

<table>
<thead>
<tr>
<th>COUNT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>DATE</th>
<th>TIME</th>
<th>CLASS 1</th>
<th>CLASS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ABLE</td>
<td>MARY</td>
<td>MAY 12</td>
<td>0813</td>
<td>MWHO</td>
<td>MATH PROF</td>
</tr>
</tbody>
</table>
These charts were created by selecting the course name and asking for those students asking for the particular course for either their first or second class. The unnecessary information such as parent name, address, and telephone may be eliminated in selecting the actual report formats as shown in the English I sample. The "count" column if calculated will provide the class totals when the reports are printed.

Once the class lists are created (over the weekend of the first full week in June), they must be delivered to all school sites for immediate posting on the following Monday (June 13th for the 1988 session). The packets delivered to the individual school sites should include an obvious sign or banner to call attention to the class lists and a sample letter to be duplicated and sent to parents of at risk students who have been selected to attend classes.
Selection of certificated personnel

The selection process for certificated personnel is a three stage process. First the positions, determined by the course offerings, must be announced and advertised internally. After the closing date a list of applicants is received from personnel and interviews are then scheduled and conducted. The candidates are asked four questions during the interview process and each questioned is ranked on a ten point scale. The selection process is based upon the to highest numerical scores in each subject area. The candidate with the highest score is selected to teach that particular subject area. The list of selected individuals is then sent to personnel for submission to the board for approval. Notification must be done by personnel after board approval. If additional faculty is required due to additional course offerings (usually Proficiency courses) or early resignations, the individuals must be selected from the list of interviewees if there are any eligible to teach the particular subject area. If there are none available, then it is permissible to seek new applicants.

The positions should be announced during the first week in April with a closing date in the middle of April. Interviews should be held during the second week of May and selection choices sent to personnel no later than two days after interviews have been completed.
Communication

The communication process for Summer School is wholly between the Instructional Services Department and the Summer School Administrative staff. However, communication is also necessary with the Special Education and Transportation departments to facilitate the opening and operation of the Summer Special Day Classes. Additionally there is a need for regular communication with the teaching staff both before and during the Summer Session. The methods of communication and contact people are as follows:

Instructional Services

Director of Special Programs (re. program) - Telephone or Memo
Director of Testing and Evaluation (re. testing) - Telephone or Memo
Director of Curriculum (re Curriculum or Instruction) - Telephone or Memo
Assistant Superintendent of Curriculum (per request) - Telephone or Memo

Special Education:

Director of Special Education - Telephone or Memo

Transportation:

Director of Transportation - Telephone, Letter or Memo
Maintenance:

Director of Maintenance (through head custodian) - Telephone or Memo

Teachers:

Before Session begins - Memo through District Mail or Telephone
During Session - Weekly Staff Bulletins
                      - Memos as needed
                      - Telephone calls for urgent after hours communication

Parents:

Telephone calls (home or work for discipline or emergency)
Notes home (sent with students)
Letters or other notices sent through U.S. Mail

Guidance Staff / Registrar / Administrator(s) of Master Schedule:

Copies of summer enrollment and completion records of students

Note: The use of cartoons, specifically from the "Garfield" software program was quite favorably received. The cartoons were used to publish the Brunch Duty Schedule and as thank you notes for jobs well done. Any other use of this medium of communication should continue to be favorably received.
Checklist

At this point in organizing for the Summer Session it is a good time to check to see just what has been done and what is remaining to be done before the session can begin.

1. Timelines
   Administrator selected
   Administrative Intern hired
   Course selection completed
   Staff selection completed

2. Extra Programs to be in effect
   Summer Youth Employment Program
   ROTC
   POP
   SHIP
   Agriculture
   Summer Swim
   Smog Procedures (see Appendix)

3. Clerical
   Grade reporting procedures established
   Accident reports - procedures established and forms available
   Suspensions - procedures established and forms available
   Attendance Reporting procedures established
   State Roll Books - knowledge of procedures
   Adult Education Roll Sheets
   Payroll - knowledge of procedures and forms available
   Closing Instructions
   Student Folders - completed
   Vandalism reports / property loss - procedures established and forms available
   Office Organization
4. Budget / Supplies
   Warehouse Procedures
   $/Student or class
   Special Materials order procedure
   Repair and replace
   Meals/snacks procedures
   Pay rates established

5. Classes
   Proficiency Classes
   tests
   reporting procedures
   registration guidelines
   813 Classes
   types
   registration procedures
   Graduating Seniors
   registration procedures
   Bell Schedules - may need to be one minute off due to conflicts with regular school year
   program -
   Minimum time in class - guidelines established -

6. Forms
   attendance
   drop letter (to be completed by administration only)
   registration
   enrollment w/s

7. Teacher/Staff procedures
   plan books
   seating charts
   substitute procedures
   films
   Performance plans - goals and objectives -
   Progress Reports - 3rd week -
   AV equipment - availability and procedures -
   Brunch Rotation schedule
   Staff Parking
   Facility use - classrooms and lounge(s)
   Questions for Interviews
   Application Forms
   Transportation provided to special education students only
   No transportation for field trips available during summer session
8. Student Procedures
   Registration forms
   Enrollment procedures - forming classes -
   Waiting lists
   Rules
   Drop procedures
   Attendance Requirements
   Perfect Attendance rewards/certificates
   Bicycle area
   Parking Lot
   Off Limits areas
   Student phone numbers

9. Visitors
   Not allowed unless signed in and approved by administration

10. Evaluations
    staff
    student
    final State evaluation
First day preparations

Preparation for the first day (the day the staff arrives) wholly consists of using the checklist to ensure that everything is in order. First day preparations are noted in boldface print.

1. Timelines
   Administrator selected
   Administrative Intern hired
   Course selection completed
   Staff selection completed

2. Extra Programs to be in effect
   Summer Youth Employment Program
   ROTC
   ROP
   SHIP
   Agriculture
   Summer Swim
   Smog Procedures (see Appendix)

3. Clerical
   Grade reporting procedures established
   Accident reports - procedures established and forms available -
   Suspensions - procedures established and forms available -
   Attendance Reporting procedures established
   State Roll Books - knowledge of procedures -
   Adult Education Roll Sheets
   Payroll - knowledge of procedures and forms available -
   Closing Instructions
   Student Folders - completed -
   Vandalism reports / property loss - procedures established and forms available -
   Office Organization
4. Budget / Supplies
   Supplies ordered and received
   Warehouse Procedures
   $/Student or class
   Special Materials order procedure
   Repair and replace
   Meals/snacks procedures
   Pay rates established

5. Classes
   Proficiency Classes
      tests
      reporting procedures
      registration guidelines
   813 Classes
      types
      registration procedures
   Graduating Seniors
      registration procedures
   Bell Schedules - may need to be one minute off due to conflicts with regular school year
   program -
   Minimum time in class - guidelines established -

6. Forms
   attendance
   drop letter
   registration
   enrollment w/s

7. Teacher/Staff procedures
   substitute procedures
   films
   Performance plans - goals and objectives -(forms & samples avail.)
   Progress Reports - 3rd week -
   AV equipment - availability and procedures -
   Brunch Rotation schedule
   Staff Parking
   Facility use - classrooms and lounge (s)
   Questions for Interviews
   Application Forms
8. Student Procedures
   Registration forms
   Enrollment procedures - forming classes -
   Waiting lists
   Rules
   Drop procedures
   Attendance Requirements
   Perfect Attendance rewards/certificates
   Bicycle area
   Parking Lot
   Off Limits areas
   Student phone numbers

9. Evaluations
   staff
   student
   final State evaluation

In addition to ensuring that the above items have been completed, be sure to verify with the Special Education secretary that all students have been notified of their expected attendance at the Summer Session and of the arrangements for their transportation. Be sure that the Special Education faculty has been notified of the staff meeting that will take place on the Thursday before classes begin. Also make sure that arrangements have been made for the meeting location and that refreshments have been arranged and procured in time for the staff meeting.
Staff Meeting

There is only one required staff meeting for the Summer Session. That meeting is to be held on the Thursday before the session begins, and is usually held first thing in the morning. It has been tradition for the Administrative Staff to provide refreshments for that meeting at their expense. The purpose for the meeting is to introduce the staff and convey all necessary (and some not so necessary) information to the staff. The meeting should have a concise and closely followed agenda to allow the faculty maximum time for classroom and instructional preparation.

A sample meeting agenda is included to be used as a guide (additions or deletions to be made as appropriate).

SUMMER SCHOOL 198?      DATE      FACULTY MEETING AGENDA
1. Welcome and Introductions:
   Principal
   Administrative Intern
   Administrative Field Work Student(if applicable)
   Counseling Field Work Student(if applicable)
   Secretary
   Clerk(s)

2. Lounges
   Smoking
   Non-Smoking

3. Substitute Process
   Call Administrative Intern at Home  (give number)

4. Payroll
One Check at the end of the session unless otherwise notified.

5. Snack Bar

The snack bar will be operated by ______________ and will be open during the Brunch recess.

6. Supplies

Give list of needs to secretary

7. Room Keys

See Administrative secretary (In front office)

8. Media equipment and film requests

Give list of media equipment needs to intern and order according to county procedures.

9. Program Designs (due at end of second week)

Must include: Course Description, Course Outline, Goals and Objectives

10. Progress Reports

Typed or handwritten on forms
Due in office between Wednesday and Friday of the third week

11. Daily Attendance Procedures

Place names of absent students on slips
Fill in Number Present and Number Enrolled
Have first period ready by 9:00
Have second period ready by 11:00

Students must attend 25 of the 29 days for credit, any exceptions must be approved by the principal.
12. Bell Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55</td>
<td>Warning bell</td>
</tr>
<tr>
<td>8:00</td>
<td>First period tardy bell</td>
</tr>
<tr>
<td>10:05</td>
<td>Brunch</td>
</tr>
<tr>
<td>10:20</td>
<td>Warning bell</td>
</tr>
<tr>
<td>10:25</td>
<td>Second period tardy bell</td>
</tr>
<tr>
<td>12:30</td>
<td>Dismissal bell</td>
</tr>
</tbody>
</table>

Students are not to be on campus prior to 7:45.
Students with only first period class must leave by 10:25.
Students with only second period class must not arrive prior to 10:05.

THE CAMPUS IS CLOSED TO NON STUDENTS.

13. Teacher work day and duties

Teacher work day is 8:00 - 12:30 (4.5 hours).
Brunch duty will be assigned.

14. Class size

No fewer than 24 students or more than 40 students.
Enrollment must be maintained at minimum of 900 (or adjusted ADA for current year).
Students will be added from waiting list.
No new students after day 5.

15. Textbooks

See Intern for issue.
Book cards are to be completed.
Students to be charged for loss or damage.

16. Mail Boxes

In summer school office.
Check at least twice daily.

17. Rules and discipline

All regular school year rules shall apply.

Major violations: Dismissal without course credit.
First minor infraction: Warning.
Second minor infraction: Dismissal without course credit.

Student I.D. cards must be carried at all times.
18. Bicycles and student vehicles

Bicycles must be chained in the fenced bicycle area
Cars parked in student parking area

19. Schedule changes

Must be approved and completed by principal or intern
Teachers will receive copy of all changes

20. Proficiency Testing

Last day of summer session

21. Student passes

Please limit

22. Class Rosters

State registers will be provided before the end of the session
Be sure to keep a record of all students that have been in attendance for
at least one day (we are on a positive attendance system)

23. Duplication requests

Fill out forms and give to Secretary or Clerk
We will try to give 24 hour turn-around

24. Report cards

County forms will be provided

25. Independence Day

No school on July 4th (if school is in session on the 4th, July 3rd if 4th is on a
Saturday)

26. Evaluations

Will be distributed to students staff and parents during the last week

27. Teacher preparation days

Rest of first day
All of second day
28. Earthquake/Fire/Bomb scare evacuation procedures

Please discuss with class and use posted evacuation routes

29. Please screen students for proper placement

Refer students to principal or intern if you feel they are inappropriately placed in your class

School Session

Attendance procedures

The responsibility for maintaining the daily attendance count rests with the Administrative Intern. However, daily posting onto the computer database is the responsibility of the Clerk Typist I. The attendance report is ultimately posted in the state Attendance Registers and turned into the County Education Office after the end of the summer session is completed. The attendance is reported each period by the teachers of each class (see Chart 3). That form is picked up by either the Principal or the Administrative Intern after the first fifteen minutes of the period. It is vital that the teachers pay particular attention to filling in the boxes for number enrolled and number present. These two boxes provide the "count" that must be called in to Instructional Services each day for the first several days of the summer session. In addition, the names of the individuals that are absent must be written on the lines provided to post on the daily attendance database. It is also important that the teachers note the number of absences next to the name of each student on the form. This information is especially important during the first few days when others are waiting to enroll in the classes. However, it remains
an important part of the reporting process to serve as a backup to the records indicated on the
daily attendance data base.

Chart 3 - Attendance Form -:

As soon as these forms are received by the Clerk, they should be posted on the attendance
data base, then placed in a folder with the current day and date indicated on the folder and placed
in a vertifile on the Interns desk for posting to the count sheet for Instructional Services. Dur-
ing the first few days, however, the Intern may want to post the count prior to its entry to the
data base. Therefore it is vital that the folder be made up as soon as the attendance is collected
and returned to the office.

The report prepared by the Administrative Intern consists of a number of boxes that desig-
nate each class and the days in session. Each box is divided by a "/" to divide the "Number
Present" and the "Number Enrolled" (See Appendix).
The data base posting procedure is relatively simple. The chart is made up by classes and periods. Therefore, when the first period slips come in it is a simple matter of arranging them alphabetically and posting a "1" in the appropriate date column (see Chart 4).

**Chart 4-Absence Data Base:**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>J30</th>
<th>J1</th>
<th>J2</th>
<th>J3</th>
<th>J4</th>
<th>J7</th>
<th>J8</th>
<th>J9</th>
<th>J10</th>
<th>J13</th>
<th>J14</th>
<th>J15</th>
<th>J16</th>
<th>J17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaels</td>
<td>Mary</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Nolty</td>
<td>Bradford</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Pritchard</td>
<td>David</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Sellers</td>
<td>Paula</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Sinclair</td>
<td>Nick</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Telles</td>
<td>Shelley</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Ventnor</td>
<td>Susan</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>Joseph</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>Whittington</td>
<td>Sally</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

This data base is to be copied and changed to include the dates for the second half of the session. The attendance totals for the first half need to be brought forward to this document.

**A.V. Equipment procedures**

The Audio Visual Equipment to be used for the Summer Session normally consists of overhead projectors, 16mm projectors, filmstrip projectors, cassette recorders, and record players, TV.'s and video cassette recorders. Additionally, some teachers prefer to use micro computers in their classrooms. With the exception of TV.'s VCR's and computers, the equipment may be checked out at the beginning of the session and returned at the end. The others must be checked out on a daily basis and returned to the Media Center for storage each afternoon by the custodial staff. The most effective checkout procedure has been to establish a checkout time and have the teachers send a student to the media center to pick up the equipment (Refer to Chart 5 below).
CHART 5 (A.V. Equipment Procedures):

<table>
<thead>
<tr>
<th>Item</th>
<th>Checkout Procedure</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overhead Projector</td>
<td>Teacher Sign out</td>
<td>Up to 6 wks</td>
</tr>
<tr>
<td>Filmstrip Projector</td>
<td>Teacher Sign out</td>
<td>Up to 6 wks</td>
</tr>
<tr>
<td>16mm Projector</td>
<td>Teacher Sign out</td>
<td>Up to 6 wks</td>
</tr>
<tr>
<td>Audio Cassette Recorder</td>
<td>Teacher Sign out</td>
<td>Up to 6 wks</td>
</tr>
<tr>
<td>Record Player</td>
<td>Teacher Sign out</td>
<td>Up to 6 wks</td>
</tr>
<tr>
<td>Micro Computer</td>
<td>Teacher request, Student Pick up</td>
<td>1 day (1 wk if rm is secure)</td>
</tr>
<tr>
<td>TV../VCR</td>
<td>Student Pick up</td>
<td>1 Day</td>
</tr>
</tbody>
</table>

Media checkout procedures

Films or other media must be requested from the County Media Center for Monday (Afternoon) Delivery and must be returned on Fridays. The County Media Center number is 788-6680. The numbers for the order form are 33 (county) 52 (district) 221 (site) and teachers' regular number for the last two digits. Requests are to be sent by J.E.T.
**Textbooks**

Textbooks are to be requested on the first teacher workday according to the number of students registered for each class. They will be delivered by administration and checked out to students by the teacher. The books are to be collected by the teachers on the last day of the session and administration will pick them up from the teachers and return them to the appropriate departments.

**Bell Schedule**

The suggested bell schedule is as follows:

- 7:55  First Bell
- 8:00  1st Period begins
- 10:05 Brunch
- 10:20 Brunch ends
- 10:25 2nd Period begins
- 12:30 2nd Period ends
**Discipline**

Student discipline will be in accordance with the policies of Moreno Valley Unified School District and the individual school site. The rules must be posted in each classroom and strictly followed by each teacher. There will be no OCD or provisions for detention, however there will be strong and consistent support from the office. **WEAPONS, TOBACCO, ALCOHOL AND DRUGS ARE STRICTLY PROHIBITED AND WILL RESULT IN IMMEDIATE DISMISSAL.** Other offenses will be treated as follows:

1st referral  Warning and/or consequence and Parent Contact
2nd referral  Dismissal from Summer School

All office disciplinary interventions must be recorded on the school form and it is further recommended that a discipline data base be established to facilitate sorting the offenses for the final report. The categories are as follows:

- Last Name
- First Name
- Date
- Offense
- Disposition
The disciplinary interventions may then be sorted by name, date or offense to be used for reference when a student is referred to the office a second or third time, to keep track of peak days for referrals, or to categorize disciplinary interventions for the final report.

In short, the purpose of the Extended Education session is learning and only good behavior will be tolerated.

**Drop- Add**

Drop-Add is an administrative procedure completed by filling out the local (school site) forms and turning them over to the Intern for posting on the enrollment data base. The Moreno Valley High School form has the drop section on the left side of the form and the add section on the right side of the form. The form is really self-explanatory and easy to complete.

**Duty schedule**

Before school and after school duties are to be handled by administration as well as backup for brunch duty. The duty areas should include the quad/west quad, snack bar, T-wing and parking lot. There should always be one male and one female covering the quad/snack bar duties so they can assist each other if there is a need to go in the bathrooms of the same gender. It is easiest to arrange the schedule by a rotation of room numbers first, and make necessary changes according to gender as needed later. Also be sure to put the Special Education staff on the schedule during the first four weeks as they only have a four week session.
The duty instructions need to delineate the duties of each area and the times they are expected to be there. It is important for faculty to monitor and backup the people on duty. The duties are as follows:

1. Quad/West Quad - circulate through quad areas and bathroom area of your gender and be available to backup the person in the snack bar area.

2. Snack Bar - Circulate through the snack bar/table area, make sure windows close on time, and check rest room of your gender.

3. T-wing - circulate among all the classrooms and be prepared to backup the person in the parking lot.

4. Parking Lot - Stand primarily near the entrance, but do circulate to make sure that cars are not used as break areas. Make sure people coming go to the quad as they arrive and leave immediately if they are departing.

Grading

Midterm:

Midterm grades will be on local handwritten forms unless county forms are available. The grades must be turned in to the office by the end of the third week of Summer School. If they are turned in after that date the individual teacher will be responsible for seeing that they are mailed.
Final:

Final grades are to be posted on the Riverside County Office of Education forms and turned in on the last day of school as part of the teachers' check out procedures. The grades must be turned in to the County Office by the Secretary and they will mail them to the parents.

Paydays

Paydays have been a controversial subject. It is suggested that the normal procedure for payroll be followed. One check on the last teaching day of July and another check at either the end of August or on the last day of the Summer Session.

Payroll Procedures

The Secretary is responsible for maintaining the employee time report and turning it in to payroll on or before the requested date(s).

Substitute Process

The Administrative Intern has traditionally assumed responsibility for handling the Substitute Process. Substitute teachers are usually selected from among the applicants for regular teaching positions (those who are not selected). The Intern needs to keep a list of those individuals at home as well as at school. If a teacher is ill or will be not be able to work, he/she should be instructed to call the Intern to arrange for a substitute. The Secretary will keep track of the substitute's payroll notification. Substitutes are paid the same daily rate as regular teachers.
Special programs

The Summer Youth Employment, Summer Home Intervention, ROP, Agriculture, Summer Swim and ROTC programs all basically coexist with the regular Summer School program. They are all under the direction of their individual directors or coordinators, but the Summer School Administrator may be called upon to assist with facilities problems or administrative support in the case of injuries or accidents. The Principal may also be invited to review the ROTC candidates during any ceremonies that may occur in the course of the program.

Special Education

The Special Education program for the summer, although under the direction of the Special Education Department, requires a great deal of administrative attention. First of all the students must be identified by the IEP's that have been sent by the middle schools and the high school guidance offices. Extreme care must be used in screening the IEP's to ensure that only those individuals targeted for Special Day Classes are enrolled in the summer program. Once that list has been established it is important to inform the Transportation Department of their projected enrollment and they will determine which individuals need transportation services. The responsibility for notifying these individuals rests with the Summer Special Education Secretary. It is important to confirm with that individual that student/parent notification has taken place prior to the first day of Summer School.

During the Summer Session it is important to maintain regular contact with the Special Education office regarding the enrollment and operational aspects of the program. If substitutes
are needed, however, the Administrative Intern must arrange for that individual. The issue of academic credit is one of controversy as the Special Education Summer Session is only four weeks in length. It is questionable whether a full ten (10) credits should be granted for four hours daily attendance. The regular students must attend a minimum of twenty-five (25) days to receive that credit. Although Special Education students have received the full ten (10) credits in the past there is a question of equity that remains to be resolved at this time. It is therefore necessary to determine the credit situation with the Special Education Department before the beginning of the Summer Session.

**Smog procedures**

Smog procedures are mainly the concern of the outdoor programs, especially the Summer Swim Program. However if there are any concerns or questions, the telephone number of the Air Quality Control or Pollution Board is **1 800 445-3826**. Specific guidelines are available in Moreno Valley Unified School District's Board Policy 6114.6. Additionally there are smog alert guidelines in the appendix.

**Final Report**
The final reports for previous years are on file with Ms Sandra Ferguson, Assistant Principal and Dr. Len Anderson, Assistant Principal for reference. There are also samples of each section in the Appendix of this document. Although the report appears to be unusually large at first glance, it actually contains only twelve sections. The bulk of the report is the reports that have been generated by the County Education Office. The sections of the report are as follows:

1. Data Summary and brief narrative information that present an overview of the Summer Session.

2. End of year report.

3. Application and accompanying information for the individual site contact people.

4. Course Offerings.

5. Evaluations, summaries and comments.

6. Attendance summaries by day, section (class period) and teachers.

7. Daily class count summaries.

8. Faculty list.


10. School Rules

11. Perfect attendance (by home school)
12. County student data (broken down according to home school)
   - Rankings according to GPA (by grade levels)
   - Alphabetical ordered list of students, grades, credits and rank order
   - D,F, & I reports according to grade level
   - Department Mark Analysis Reports
   - Teacher Mark Analysis Reports
   - Scholarship Proof List

*13. Comparison of actual cost vs apportionment and ADA
    - line item

*(could be helpful for efficient planning of future sessions)*
Bibliography:


Other Sources


Appendix: Sample Forms and Reports
Information packet sent to feeder schools
To: High School Summer School Contact Person

From: Sandra J. Ferguson, Summer School Principal

Date: May 7, 1987

Re: Summer School Applications

Thank you for agreeing to be your school's high school summer school contact person. Hopefully, you will be able to answer all summer school questions after you have read the attached materials. However, if I have forgotten to include some information, please call me at Ext. 49, MVHS.

Your students are being directed to turn in their applications to your school. You may wish to have an announcement made to your student body to turn in their applications to you. In fairness to all students wishing to attend the high school summer school, it is imperative that you **TIME STAMP ALL APPLICATIONS** as they arrive.

I am providing you with a file folder for the Proficiency applications (salmon) and for the 813 applications (green). Larry Blinn, who will be performing administrative fieldwork this summer, will pick up the applications on a daily basis.

Thank you very much for your cooperation. If you have any suggestions regarding the summer school program, please jot them down and place them in one of the folders that Larry will pick up each day. You're terrific!!
SUMMER SCHOOL PROGRAM UNDER SB 813

Senate Bill 813 provides State Funds for summer school programs to be offered in 1986. The program is contingent upon the appropriation of funds by the Legislature and Governor. The District is in the process of designing summer programs to serve first through twelfth grade students in core academic areas. These programs are in addition to the Proficiency, Graduating Seniors, and Special Education Programs conducted in the past.

The State Funds are based on the number of instructional hours the District provides based at a rate of $1.69 per hour. Based on the enrollment, the District will be eligible to receive funding for 81,600 hours of instruction for a total of $137,904. Summer School funding is based on hourly attendance of students. The projected budget takes into account a six (6) week program at the secondary level and a five (5) week program at the elementary level with a minimum participation of 584 students at the elementary level and 194 at the secondary level.

The proposed summer school program contains two major component parts: (1) an elementary program for first through eighth grade with emphasis on students in need of remedial instruction and 2) a high school program which would offer core academic classes to meet graduation requirements.

Elementary Program
(First through Eighth Grade)

A summer school program in the areas of Reading/Language Arts and Math would be offered to students who are candidates for retention and those who would benefit from enrichment activities. One five week session would be provided with approximately 33 teachers employed. Students would attend for 250 minutes per day.

The Summer Session would be held from June 30 through August 1, 1986. Both Butterfield and Sunnymeadows sites would be utilized. All seventh and eighth grade students participating in the elementary program would be located at the Butterfield site.

The 20 day Extended Year K-8 Special Education Program would be conducted from June 30 through July 28, 1986. There would be eleven classes at the high school and the elementary sites. Elementary classes would be divided between Butterfield and Sunnymeadows based on the geographic distribution of students participating in the program.
MORENO VALLEY UNIFIED SCHOOL DISTRICT
HIGH SCHOOL SUMMER PROGRAM

FACT SHEET

June 29 - August 7
1st period  8:00 - 10:05  Moreno Valley High School
Break  10:05 - 10:25  23300 Cottonwood
2nd period  10:25 - 12:30  653-8464
Sandra Ferguson, Summer School Principal

1. No school July 3.
2. No transportation.
3. Applications will be in the mail the first week of May.
4. Applications are to be returned to current school of attendance.
5. Proficiency courses are optional.
6. Students may take 1 or 2 courses.
7. Students must attend a minimum of 25 days and meet all course requirements to earn credit for the course.
8. Students new to MVUSD must be registered with the district prior to registering for Summer School.
9. Private school attenders may apply for Summer School but current MVUSD attenders will have priority.
0. Eighth graders may attend the high school program or middle school program; however, eighth grade retainees must attend the middle school program.
HIGH SCHOOL COURSES TO BE OFFERED IN SUMMER SCHOOL

Health Science
Physical Science I
Algebra I (2nd Semester)
Algebra A (2nd Semester)
Pre-Algebra (Whole Year)
General Math (2nd Semester)
Introduction to Computers
U.S. Government
U.S. Problems
Modern World History and Cultures
Introduction to Social Studies
English I - Make-Up
English II - Make-Up
College Skills
Math for the Proficiency
Reading Proficiency
Critical Skills (Written Language Proficiency)
MORENO VALLEY UNIFIED SCHOOL DISTRICT
HIGH SCHOOL SUMMER SCHOOL 1987

Dear Parents and Students:

The State of California has provided the district with funds to conduct summer school programs for 1987. Summer programs will be available for learning handicapped students, seniors needing 10 units, students still needing to pass the proficiency exam, and students wishing to complete regular course work for credit.

Classes will be held at Moreno Valley High School from June 29 to August 7, 1987. Students may attend either 1 or 2 periods. Classes will start at 8:00 a.m. and end at 12:30 p.m. five days per week. There will be a 20-minute nutrition break at 10:05. IN ORDER TO RECEIVE CREDIT FOR THE SUMMER COURSES, THE STUDENT MUST BE IN ATTENDANCE AT LEAST 25 SCHOOL DAYS.

The Moreno Valley Uniform Code of Discipline School Rules will apply to students attending summer school. There will be no district transportation provided.

The summer school course schedule is as follows:

<table>
<thead>
<tr>
<th>COURSE</th>
<th>TIME</th>
<th>INCOMING GRADES</th>
<th>CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Science</td>
<td>8:00-10:05</td>
<td>9,10</td>
<td>5 units</td>
</tr>
<tr>
<td>or 10:25-12:30</td>
<td>9,10</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>8:00-12:30</td>
<td>10,11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td>8:00-12:30</td>
<td>9,10</td>
<td>10 units</td>
</tr>
<tr>
<td>Intro to the Computer</td>
<td>8:00-10:05</td>
<td>11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>or 10:25-12:30</td>
<td>11,12</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td>Algebra A (2nd semester)</td>
<td>8:00-10:05</td>
<td>10,11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>Algebra I (2nd semester)</td>
<td>10:25-12:30</td>
<td>10,11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>Math for Scholastic Aptitude Test</td>
<td>10:25-12:30</td>
<td>11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>Intro to Social Studies</td>
<td>8:00-10:05</td>
<td>9,10</td>
<td>5 units</td>
</tr>
<tr>
<td>or 10:25-12:30</td>
<td>9,10</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td>U.S. Government</td>
<td>8:00-10:05</td>
<td>12 only</td>
<td>5 units</td>
</tr>
<tr>
<td>U.S. Problems</td>
<td>10:25-12:30</td>
<td>12 only</td>
<td>5 units</td>
</tr>
<tr>
<td>English I (Make-up)</td>
<td>8:00-10:05</td>
<td>9,10,11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>English II (Make-up)</td>
<td>10:25-12:30</td>
<td>9,10,11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>English-College Skills</td>
<td>8:00-10:05</td>
<td>11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>Driver Education/Driver Training</td>
<td>8:00-10:05</td>
<td>10,11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>or 10:25-12:30</td>
<td>10,11,12</td>
<td>5 units</td>
<td></td>
</tr>
<tr>
<td>Modern World History &amp; Cultures</td>
<td>8:00-10:05</td>
<td>10,11,12</td>
<td>5 units</td>
</tr>
<tr>
<td>or 10:25-12:30</td>
<td>10,11,12</td>
<td>5 units</td>
<td></td>
</tr>
</tbody>
</table>

Because of the limit on the number of students, registration will be done on a first-come, first-serve basis. The receipt date on the summer school Parent/Student contract will determine which students will be able to participate in the summer program.

Please complete and return the attached form to the Main Office of your school of current attendance by June 1, 1987, to be eligible to attend summer school. Class lists will be posted at your school by June 8, 1987. These lists serve as notification of enrollments. STUDENTS WILL NOT BE NOTIFIED INDIVIDUALLY. Sandra Ferguson will be the summer school principal. If you have any questions, please contact her at 653-8464.

Sincerely,

Marti Orth
Summer School Coordinator

Sandra Ferguson
Summer School Principal

hb:CE29
Please complete and return to your school of current attendance.

MORENO VALLEY UNIFIED SCHOOL DISTRICT
HIGH SCHOOL SUMMER SCHOOL 1987
PARENT/STUDENT CONTRACT

DATE: ______________________

I agree to attend a minimum of 25 of the 29 summer school days. I agree to follow all school rules. I realize that I may be dropped from summer school with no credit for not complying with this contract.

STUDENT NAME ______________________ DATE OF BIRTH ______

CURRENT SCHOOL ________ SCHOOL IN SEPT. _________ CURRENT GRADE ______

PARENT/GUARDIAN SIGNATURE __________________________

ADDRESS __________________________

HOME TELEPHONE # ____________________ WORK TELEPHONE # __________________

Please circle the class/classes you wish to take in the summer school program.

SCIENCE CLASSES
HEALTH SCIENCE PHYSICAL SCIENCE

MATH CLASSES
PRE-ALGEBRA (counts as 2 classes) INTRO TO THE COMPUTER ALGEBRA A (2nd semester)

ALGEBRA I (2nd semester) MATH FOR SCHOLASTIC APTITUDE TEST

SOCIAL STUDIES CLASSES
INTRO TO SOCIAL STUDIES MOD. WLD. HIST. & CUL. US GOVERNMENT US PROBLEMS

ENGLISH CLASSES
ENGLISH I (make-up) ENGLISH II (make-up) COLLEGE SKILLS

DRIVER EDUCATION CLASSES
DRIVER EDUCATION (Student must have completed 50 units by June 19, 1987, and be 16 years old by November 1, 1987. Any students enrolling in this class but not meeting this criteria will be dropped from the course.)

bb:CE29
Faculty list
MORENO VALLEY UNIFIED SCHOOL DISTRICT

High School Summer School Staff/Facility

June 25 - August 7, 1987

Math Proficiency
Math Proficiency
Math Proficiency
Math Proficiency
Written Language Proficiency
Written Language Proficiency
Written Language Proficiency
Written Language Proficiency
Reading Proficiency
College Skills/English I
English I/English II
English II/Intro to Soc Studies
Modern World History and Cultures
U.S. Govt./U.S. Problems
Intro to Computers
Algebra A/Math for the SAT
Algebra I
Pre-Algebra
Health Science
Physical Science
Driver Education
Special Education
Special Education
Adult Education (Seniors)

John Ahrens
Ray Burns
Ken Hunt
Ronn Raymond
Jon Adler
Rebecca Cuellar
Bill Fitzgerald
Sharon Walsh
Marylin Wintter
Debbie Abry
Karen Daniel
Dave Salvagio
Allen Fracchia
Eric Lindner
Craig Gesner
Lynn Kollar
Kathy Meyers
Archie Steele
Laura Tucker
Mark Younglove
Doug Stockham
Vicki Eby
Maggie Johnson
Janie Carrio
Joe T./Joe S.
Ted Cook
Nancy DiCecco
Royce Goodwin

ROTC
Work Experience
SED/SHIP
Summer Swim Program
Summer School Office

MVHS - Attendance Office
Sandra J. Ferguson, Summer Principal
Douglas M. DeWitt, Administrative Intern
Larry Blinn, Administrative Fieldwork Student
Larry Pickard, Counseling Fieldwork Student
Karen Courtney, Secretary
Junia Fitzgerald, Clerk
Peggy Evans, Special Education Aide
Dora, Warn, Special Education Aide
School Rules
SUMMER SCHOOL RULES - 1987

PLEASE READ TO YOUR CLASSES AND POST IN YOUR ROOM.

1. Students are to follow all of the school rules as outlined in the MVUS Uniform Code of Discipline. Any violation of these rules may result in dismissal from Summer School with NO CREDIT.

2. There will be NO SMOKING OR POSSESSION OF TOBACCO OR TOBACCO PRODUCT on this campus. Violation will result in dismissal.

3. The following areas are OFF LIMITS to Summer School students:
   a. Faculty Parking Lot
   b. Front of School
   c. Student Parking Lot (Unless Driving a car or bike to school)
   d. Athletic fields (Incl. football and baseball fields, dugouts etc.)
   e. Swimming pool area (unless with class teacher)
   f. Other campus areas except your classroom.
   g. No loitering in restrooms

4. All food or snacks must be eaten at the lunch tables. No food or drinks may be taken into the classroom.

5. Any student missing more than 4 days of Summer School will be dismissed and receive NO CREDIT. Excessive tardies are not acceptable and will also result in disciplinary action. Any students that are dropped will not be eligible to take the Proficiency Tests.

6. Student arrival and departure times:
   1st & 2nd period arrive 7:45 am depart 12:30 pm
   1st period only arrive 7:45 am depart 10:25 am
   2nd period only arrive 10:05 am depart 12:30 pm

7. Appropriate school clothing, including shoes, must be worn. Student in inappropriate dress will be sent home and parents notified.

8. Students’ cars must be parked in the student parking lot. All other areas are off limits. THE CAMPUS IS CLOSED AT THE BREAK AND STUDENTS WITH TWO CLASSES MAY NOT LEAVE.

9. All bikes must be parked and chained in the bicycle parking area. Bikes may not be ridden on campus at any time.

10. Students are responsible for school issued textbooks and materials. Any non-returned books and materials will be charged and grade withheld until charges are paid.

11. Visitors or friends may not accompany students to their classes.

FOLLOW THESE BASIC RULES AND HAVE AN ENJOYABLE SUMMER SCHOOL EXPERIENCE.
## MVHS Uniform Code of Discipline

Violation of these actions may be reasons for being dropped from Summer School.

<table>
<thead>
<tr>
<th>STUDENT ACTION</th>
<th>STUDENT ACTION</th>
<th>STUDENT ACTION</th>
<th>STUDENT ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Alcohol BP 5131.6</td>
<td>11. Falsifying or altering documents, passes, readmits; wrongful possession of school materials</td>
<td>21. Loitering, non-student</td>
<td>30. Weapons</td>
</tr>
<tr>
<td>2. Assault or battery on student; fighting</td>
<td>12. Fire setting, arson</td>
<td>22. Loitering, other MVUSD student</td>
<td></td>
</tr>
<tr>
<td>3. Attack on school personnel; includes abusing, insulting, etc.</td>
<td>13. Firecrackers</td>
<td>23. On campus detention violations (student leaves before placement, refuses to complete assignment, leaves OCD)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>14. Food fight</td>
<td>24. Out of class without a pass misuse of pass</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. Forgery, providing false information</td>
<td>25. PE non-suits/unprepared for class (no books, pencils, materials)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17. Hazing/initiation</td>
<td>27. Returned to school by law enforcement, sweeps BP 5142.1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>18. Incite to riot, disturbance</td>
<td>28. Smoking, no permit or out of area BP 5131.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>19. Leaving school without permission or without following procedure BP 5142.1</td>
<td>29. Threatening, intimidating, menacing another student</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>31. Willful violation of other school rules &amp; regulations</td>
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<td></td>
<td></td>
<td></td>
<td>a. No skateboards on campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>b. No tape players, radios or walkman radios on campus (staff may confiscate &amp; take to office)</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>c. No frisbees or ball playing in quad areas</td>
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<td></td>
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<td></td>
<td>d. Not in possession of I.D. cards</td>
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<td></td>
<td></td>
<td></td>
<td>e. Eating food in areas other than designated area</td>
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<tr>
<td></td>
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<td></td>
<td>32. Willful violation of vehicular procedures, i.e., wreckless driving, continued defiance of parking</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STUDENT ACTION</th>
<th>STUDENT ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Loitering, MVHS student (includes restroom area, parking lots, front or back of school, short schedule, work experience, etc.)</td>
<td></td>
</tr>
<tr>
<td>21. Loitering, non-student</td>
<td></td>
</tr>
<tr>
<td>22. Loitering, other MVUSD student</td>
<td></td>
</tr>
<tr>
<td>23. On campus detention violations (student leaves before placement, refuses to complete assignment, leaves OCD)</td>
<td></td>
</tr>
<tr>
<td>24. Out of class without a pass misuse of pass</td>
<td></td>
</tr>
<tr>
<td>25. PE non-suits/unprepared for class (no books, pencils, materials)</td>
<td></td>
</tr>
<tr>
<td>26. Profanity/vulgarity</td>
<td></td>
</tr>
<tr>
<td>27. Returned to school by law enforcement, sweeps BP 5142.1</td>
<td></td>
</tr>
<tr>
<td>28. Smoking, no permit or out of area BP 5131.6</td>
<td></td>
</tr>
<tr>
<td>29. Threatening, intimidating, menacing another student</td>
<td></td>
</tr>
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</table>
Duty Schedule
<table>
<thead>
<tr>
<th>Parking Lot</th>
<th>June 30 - July 2</th>
<th>July 6 - 10</th>
<th>July 13 - 17</th>
<th>July 20 - 24</th>
<th>July 27 - 31</th>
<th>Aug 3 - 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Dave Salvaggio</td>
<td>Janie Carrio</td>
<td>W.L. 4</td>
<td>Kathy Meyers</td>
<td>Math 2</td>
<td>Laura Tucker</td>
</tr>
</tbody>
</table>

**Main Quad**

- Dave Salvaggio
- Janie Carrio
- W.L. 4
- Kathy Meyers
- Math 2
- Laura Tucker

**Main Quad**

- Debbie Abry
- Marilyn Wintter
- Rebecca Cueler
- Lynn Kollar
- Ken Hunt
- Mark Younglov

**Snack Bar**

- Debbie Abry
- Marilyn Wintter
- Rebecca Cueler
- Lynn Kollar
- Ken Hunt
- Mark Younglov

**West Quad**

- Allen Pracchia
- Bill Fitzgerald
- Archie Steele
- Ron Raymond
- Vicki Eby
- Math 4

**Main Quad**

- Debbie Abry
- Marilyn Wintter
- Rebecca Cueler
- Lynn Kollar
- Ken Hunt
- Mark Younglov

**Main Quad**

- Dave Salvaggio
- Janie Carrio
- W.L. 4
- Kathy Meyers
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- Rebecca Cueler
- Lynn Kollar
- Ken Hunt
- Mark Younglov

**West Quad**

- Allen Pracchia
- Bill Fitzgerald
- Archie Steele
- Ron Raymond
- Vicki Eby
- Math 4
Charts and sample attendance forms
<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PARENT NAME</th>
<th>ADDRESS</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABLE</td>
<td>MARY</td>
<td>STAN/EDITH HOWARD</td>
<td>24567 DRACAEA</td>
<td>247-4387</td>
</tr>
<tr>
<td>JONES</td>
<td>MICHAEL</td>
<td>FRED/GRACE</td>
<td>28964 ATWOOD</td>
<td>653-5498</td>
</tr>
<tr>
<td>FREDRICKSON</td>
<td>LYDIA</td>
<td>BRUCE/SYLVA MICHAELS</td>
<td>12011 PERRIS BLVD</td>
<td>924-8761</td>
</tr>
<tr>
<td>ALBERTSON</td>
<td>GREGORY</td>
<td>DIANE</td>
<td>17426 PAN AM BLVD</td>
<td>242-6730</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>CLASS 1</th>
<th>CLASS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 12</td>
<td>0813</td>
<td>MWHC</td>
<td>MATH PROF</td>
</tr>
<tr>
<td>MAY 12</td>
<td>1007</td>
<td>S.A.T. MATH</td>
<td>INTRO COMPUTER</td>
</tr>
<tr>
<td>MAY 13</td>
<td>1156</td>
<td>PHYS SCI</td>
<td>PHYS SCI</td>
</tr>
<tr>
<td>MAY 13</td>
<td>1201</td>
<td>W.L. PROF</td>
<td>MATH PROF</td>
</tr>
</tbody>
</table>
**CHART 2: CLASS SELECTION**

**MATH PROFICIENCY (SAMPLE):**

<table>
<thead>
<tr>
<th>COUNT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PARENT NAME</th>
<th>ADDRESS</th>
<th>TELEPHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ABLE</td>
<td>MARY</td>
<td>STAN/EDITH HOWARD</td>
<td>24567 DRACAEA</td>
<td>247-4387</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DATE</th>
<th>TIME</th>
<th>CLASS 1</th>
<th>CLASS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAY 12</td>
<td>0813</td>
<td>MWHC</td>
<td>MATH PROF</td>
</tr>
</tbody>
</table>

**MODERN WORLD HISTORY AND CULTURE (SAMPLE):**

<table>
<thead>
<tr>
<th>COUNT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PARENT NAME</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ABLE</td>
<td>MARY</td>
<td>STAN/EDITH HOWARD</td>
<td>24567 DRACAEA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TELEPHONE</th>
<th>DATE</th>
<th>TIME</th>
<th>CLASS 1</th>
<th>CLASS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>247-4387</td>
<td>MAY 12</td>
<td>0813</td>
<td>MWHC</td>
<td>MATH PROF</td>
</tr>
</tbody>
</table>

**ENGLISH I (SAMPLE):**

<table>
<thead>
<tr>
<th>COUNT</th>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>PARENT NAME</th>
<th>ADDRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MITCHELL</td>
<td>KENNETH</td>
<td>DAVID/KATHY BROWN</td>
<td>14580 FREDERICK ST.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TELEPHONE</th>
<th>DATE</th>
<th>TIME</th>
<th>CLASS 1</th>
<th>CLASS 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>653-6789</td>
<td>MAY 18</td>
<td>0756</td>
<td>ENG I</td>
<td>ALG I</td>
</tr>
</tbody>
</table>
Chart 3 – Attendance Form –:

ATTENDANCE Period___
Class_____________________
Teacher___________________
Students Absent: Absence*

* Pres____
* Enrolled____
The following students are absent:

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>Day absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<td></td>
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<tr>
<td>4</td>
<td></td>
<td></td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
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<td>7</td>
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<tr>
<td>8</td>
<td></td>
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<tr>
<td>9</td>
<td></td>
<td></td>
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<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students Present___  Enrolled____

ATTENDANCE

Teacher__________  Per._____

Date______________

The following students are absent:

<table>
<thead>
<tr>
<th>Name</th>
<th>Number</th>
<th>Day absent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
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<td>5</td>
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<td>6</td>
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<td>7</td>
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<td>8</td>
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<tr>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Students Present___  Enrolled____
## Chart 4-Absence Data Base:

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>J30</th>
<th>J1</th>
<th>J2</th>
<th>J3</th>
<th>J4</th>
<th>J7</th>
<th>J8</th>
<th>J9</th>
<th>J10</th>
<th>J13</th>
<th>J14</th>
<th>J15</th>
<th>J16</th>
<th>J17</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaels</td>
<td>Mary</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Nolty</td>
<td>Bradford</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Pritchard</td>
<td>David</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Sellers</td>
<td>Paula</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Sinclair</td>
<td>Nick</td>
<td></td>
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</tr>
<tr>
<td>Telles</td>
<td>Shelley</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Ventnor</td>
<td>Susan</td>
<td>1</td>
<td>1</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>White</td>
<td>Joseph</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Whittington</td>
<td>Sally</td>
<td></td>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>
Supply order forms (suggested warehouse order)
SUMMER SCHOOL 1986 SUPPLY NEEDS

TEACHER ____________________________ ROOM ____________________________

SUPPLIES NEEDED:
### Warehouse Order for School Supplies

**SCHOOL** MVHS  
**DEPT** 8/3 - Summer School  
**INSTRUCTIONS:**
1. Type or Print only.
2. All items must be listed in numerical order.
3. Do not write in column “For Business Office Use.”
4. Send order directly to Warehouse, retaining only the white copy.
5. Please send all void copies to Accounting Dept.

<table>
<thead>
<tr>
<th>STOCK NUMBER</th>
<th>ARTICLE AND DESCRIPTION</th>
<th>QUANTITY ORDERED</th>
<th>UNIT</th>
<th>QUANTITY DELIVERED</th>
<th>UNIT COST</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-2</td>
<td>Box Diskettes 10/Box Single Side</td>
<td>5</td>
<td>Box</td>
<td>91.52</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INVENTORY CONTROL POSTED:  
NOTE: ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED - PLEASE REORDER

THIS SHIPMENT RECEIVED:  
ACCOUNTING
# Warehouse Order for School Supplies

**SCHOOL:** MV H5  
**DEPT:** Summer School  
**INSTRUCTIONS:**  
1. Type or Print only.  
2. All items must be listed in numerical order.  
3. Do not write in column "For Business Office Use."  
4. Send order directly to Warehouse, retaining only the white copy.  
5. Please send all void copies to Accounting Dept.

<table>
<thead>
<tr>
<th>STOCK NUMBER</th>
<th>ARTICLE AND DESCRIPTION</th>
<th>QUANTITY</th>
<th>UNIT</th>
<th>QUANTITY DELIVERED</th>
<th>UNIT COST</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-A-3</td>
<td>White, Board - Chalk</td>
<td>10</td>
<td>Pkg</td>
<td></td>
<td>.29</td>
<td></td>
</tr>
<tr>
<td>0-A-4</td>
<td>8 Asst. Color - Chalk</td>
<td>2</td>
<td>Pkg</td>
<td></td>
<td>1.04</td>
<td></td>
</tr>
<tr>
<td>0-B-3</td>
<td>Staples, Standard</td>
<td>5</td>
<td>Box</td>
<td></td>
<td>.55</td>
<td></td>
</tr>
<tr>
<td>10-H-1</td>
<td>Transp. Pen / Blue</td>
<td>1</td>
<td>Doz</td>
<td></td>
<td>2.44</td>
<td></td>
</tr>
<tr>
<td>10-H-2</td>
<td>Transp. Pen / Green</td>
<td>1</td>
<td>Doz</td>
<td></td>
<td>2.44</td>
<td></td>
</tr>
<tr>
<td>12-B-3</td>
<td>Thumbtacks</td>
<td>5</td>
<td>Box</td>
<td></td>
<td>.30</td>
<td></td>
</tr>
<tr>
<td>12-D-4</td>
<td>Jumbo Paper Clips</td>
<td>5</td>
<td>Box</td>
<td></td>
<td>.31</td>
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</tr>
<tr>
<td>12-D-2</td>
<td>Rubber Bands, 1/4&quot; Asst.</td>
<td>1</td>
<td>Box</td>
<td></td>
<td>.51</td>
<td></td>
</tr>
<tr>
<td>12-D-3</td>
<td>Butterfly Clips</td>
<td>2</td>
<td>Box</td>
<td></td>
<td>.34</td>
<td></td>
</tr>
<tr>
<td>26-2</td>
<td>Student #2 - Pencil</td>
<td>10</td>
<td>Dz</td>
<td></td>
<td>1.10</td>
<td></td>
</tr>
<tr>
<td>17-B-2</td>
<td>Duplicating Masters, 8%2x11 , 100</td>
<td>10</td>
<td>Box</td>
<td></td>
<td>4.77</td>
<td></td>
</tr>
<tr>
<td>17-B-3</td>
<td>Thermal Masters, 8%2x11 , 100</td>
<td>10</td>
<td>Box</td>
<td></td>
<td>4.35</td>
<td></td>
</tr>
<tr>
<td>22-A-1</td>
<td>Ammonia - Non Detergent</td>
<td>5</td>
<td>Gal</td>
<td></td>
<td>1.94</td>
<td></td>
</tr>
</tbody>
</table>

**INVENTORY CONTROL POSTED**  
**NOTE: ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED — PLEASE REORDER**

**ACCOUNTING**
## MORENO VALLEY UNIFIED SCHOOL DISTRICT

### BUYOUT REQUISITION

**DEPT.** 813-Summer School  
**P.O. NUMBER**  
**REQUESTED BY** Len Anderson

**FOR** Moreno Valley High - Summer School  
**DATE** May 21, 1986

**SUGGESTED VENDOR** Xerox Corporation  
**ADDRESS** P.O. Box 11985, Santa Ana, CA 92711

---

### ARTICLE AND DESCRIPTION

**QUANTITY** | **UNIT** | **ARTICLE AND DESCRIPTION**  
--- | --- | ---  
1 | Box | Transparency Film 3R2780 100/box  
| | | Tax  
| | | Shipping

**EST. UNIT PRICE**  
| **EXTENSION** |
--- | --- |
$52.75 | $52.75  
$3.17 | $8.44  

**TOTAL** $64.36

---

**PURCHASE FROM:**

**ADDRESS:**

---

**APPROVED:**

---
## MORENO VALLEY UNIFIED SCHOOL DISTRICT

**Warehouse Order for School Supplies**

**No. 7603**

**Date:** May 21, 1986

**School:** Moreno Valley High School

**DEPT:** Proficiency - Summer

**INSTRUCTIONS:**
1. Type or Print only.
2. All items must be listed in numerical order.
3. Do not write in column "For Business Office Use."
4. Send order directly to Warehouse, retaining only the white copy.
5. Please send all void copies to Accounting Dept.

<table>
<thead>
<tr>
<th>STOCK NUMBER</th>
<th>ARTICLE AND DESCRIPTION</th>
<th>QUANTITY ORDERED</th>
<th>QUANTITY DELIVERED</th>
<th>UNIT COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>214-02</td>
<td>Yellow, Board, 12/pkg - Chalk</td>
<td>8 Pkg.</td>
<td>.30</td>
<td></td>
</tr>
<tr>
<td>215-02</td>
<td>Scratch Pad, 5&quot; x 8&quot;, 3 per lb.</td>
<td>2 Lb.</td>
<td>.74</td>
<td></td>
</tr>
<tr>
<td>215-03</td>
<td>Yellow Ruled, 8-1/2&quot; x 11&quot; - Tablet</td>
<td>3 Doz.</td>
<td>3.69</td>
<td></td>
</tr>
<tr>
<td>222-01</td>
<td>#10 Plain Envelopes, 500/box</td>
<td>5 Box</td>
<td>5.23</td>
<td></td>
</tr>
<tr>
<td>222-06</td>
<td>Folders, 1/3 Cut, Letter Size, 100/box</td>
<td>10 Box</td>
<td>4.28</td>
<td></td>
</tr>
<tr>
<td>222-07</td>
<td>Duplicating Master, 8-1/2&quot; x 11&quot;, 100/box</td>
<td>5 Box</td>
<td>4.74</td>
<td></td>
</tr>
<tr>
<td>7-02</td>
<td>Thermal Masters, 8-1/2&quot; x 11&quot;, 100/box</td>
<td>10 Box</td>
<td>4.35</td>
<td></td>
</tr>
<tr>
<td>227-03</td>
<td>Duplicating Fluid, 6 Gallons per Case</td>
<td>12 Gal.</td>
<td>4.20</td>
<td></td>
</tr>
<tr>
<td>228-01</td>
<td>8-1/2&quot; x 11&quot;, 20 Lb., White, 500 Sheets/Ream</td>
<td>125 Ream</td>
<td>2.23</td>
<td></td>
</tr>
<tr>
<td>229-04</td>
<td>Graph Paper, 1/4&quot;, 8-1/2&quot; x 11&quot; Newsprint</td>
<td>3 Ream</td>
<td>2.59</td>
<td></td>
</tr>
<tr>
<td>300-01</td>
<td>Ammonia - Non Detergent</td>
<td>2 Gal.</td>
<td>1.04</td>
<td></td>
</tr>
<tr>
<td>300-02</td>
<td>Air Freshener</td>
<td>2 Gal.</td>
<td>3.98</td>
<td></td>
</tr>
<tr>
<td>300-03</td>
<td>Bleach</td>
<td>2 Gal.</td>
<td>.92</td>
<td></td>
</tr>
<tr>
<td>312-01</td>
<td>Toilet Tissue, Fold</td>
<td>3 Case</td>
<td>25.97</td>
<td></td>
</tr>
<tr>
<td>312-02</td>
<td>Towels, Roll</td>
<td>5 Case</td>
<td>37.21</td>
<td></td>
</tr>
<tr>
<td>312-03</td>
<td>Toilet Tissue, Rolls</td>
<td>3 Case</td>
<td>34.03</td>
<td></td>
</tr>
</tbody>
</table>

**INVENTORY CONTROL POSTED**

**NOTE: ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED - PLEASE REORDER**

**TOTAL**
MORENO VALLEY UNIFIED SCHOOL DISTRICT
Warehouse Order for School Supplies

May 21, 1986

INSTRUCTIONS: 1. Type or Print only. Return to Len Anderson
2. All items must be listed in numerical order.
3. Do not write in column "For Business Office Use."
4. Send order directly to Warehouse, retaining only the white copy.
5. Please send all void copies to Accounting Dept.
6. ONLY ONE BUDGET CODE PER PAGE

<table>
<thead>
<tr>
<th>STOCK NUMBER</th>
<th>ARTICLE AND DESCRIPTION</th>
<th>QUANTITY ORDERED</th>
<th>UNIT</th>
<th>QUANTITY DELIVERED</th>
<th>UNIT COST</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-18</td>
<td>Diskettes 10/box, Single Side Double Density Floppy Disk - 5-1/4&quot;</td>
<td>1</td>
<td>Box</td>
<td>21.52</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201-03</td>
<td>Liquid Paper, White</td>
<td>3</td>
<td>Ea.</td>
<td>.58</td>
<td></td>
<td></td>
</tr>
<tr>
<td>201-11</td>
<td>Roll Labels, White</td>
<td>2</td>
<td>Ea.</td>
<td>.75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202-01</td>
<td>#1 Paper Clips</td>
<td>10</td>
<td>Box</td>
<td>.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202-02</td>
<td>Jumbo Paper Clips</td>
<td>2</td>
<td>Box</td>
<td>.31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>202-03</td>
<td>Butterfly Clips</td>
<td>1</td>
<td>Box</td>
<td>.42</td>
<td></td>
<td></td>
</tr>
<tr>
<td>203-02</td>
<td>4&quot; x 6&quot; White, 100/pkg - Cards, Index</td>
<td>8</td>
<td>Pkg</td>
<td>.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>208-01</td>
<td>Heavy Duty Desk Stapler</td>
<td>5</td>
<td>Ea.</td>
<td>5.01</td>
<td></td>
<td></td>
</tr>
<tr>
<td>209-01</td>
<td>Cellophane, 3/4&quot; x 1296</td>
<td>10</td>
<td>Roll</td>
<td>.49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>209-02</td>
<td>Dispenser, 3/4&quot; x 1296</td>
<td>5</td>
<td>Ea.</td>
<td>.32</td>
<td></td>
<td></td>
</tr>
<tr>
<td>209-03</td>
<td>Masking Tape, 3/4&quot; x 60</td>
<td>8</td>
<td>Roll</td>
<td>1.23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>210-05</td>
<td>Kleenex Type Tissue</td>
<td>1</td>
<td>Case</td>
<td>10.97</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-02</td>
<td>Student, With Eraser #2 - Pencils</td>
<td>10</td>
<td>Doz.</td>
<td>1.02</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-05</td>
<td>Red Marking With Eraser - Pencils</td>
<td>1</td>
<td>Doz.</td>
<td>1.45</td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-10</td>
<td>Ballpoint, Black, Fine Point - Pens</td>
<td>5</td>
<td>Doz.</td>
<td>.92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>212-03</td>
<td>Red - Marking, Water-Soluble Pens</td>
<td>3</td>
<td>Doz.</td>
<td>1.48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>212-04</td>
<td>Green Marking, Water-Soluble Pens</td>
<td>1</td>
<td>Doz.</td>
<td>1.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>214-01</td>
<td>White, Board, 12/pkg - Chalk</td>
<td>8</td>
<td>Pkg</td>
<td>.29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INVENTORY CONTROL POSTED
NOTE: ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED — PLEASE REORDER

This Shipment Received: ________________________
By: ________________________
Date: ________________________

To: Principal or Department Head

By: ________________________
Date: ________________________

ACCOUNTING
MORENO VALLEY UNIFIED SCHOOL DISTRICT  
Warehouse Order for School Supplies  
No. 7605

SCHOOL: Moreno Valley High School  
DEPT: 813-Summer School  
INSTRUCTIONS:  
1. Type or Print only.  
2. All items must be listed in numerical order.  
3. Do not write in column "For Business Office Use."  
4. Send order directly to Warehouse, retaining only the white copy.  
5. Please send all void copies to Accounting Dept.

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<th>COST</th>
<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>215-03</td>
<td>Yellow Ruled, 8-1/2 x 11 - Tablet</td>
<td>2</td>
<td>Doz.</td>
<td></td>
<td></td>
<td>3.69</td>
<td></td>
</tr>
<tr>
<td>222-01</td>
<td>#10 Plain Envelopes, 500/box</td>
<td>5</td>
<td>Box</td>
<td></td>
<td></td>
<td>5.23</td>
<td></td>
</tr>
<tr>
<td>222-06</td>
<td>Folders, 1/3 Cut, Letter Size, 100/box</td>
<td>10</td>
<td>Box</td>
<td></td>
<td></td>
<td>4.28</td>
<td></td>
</tr>
<tr>
<td>227-01</td>
<td>Duplicating Master, 8-1/2&quot; x 11&quot;, 100/box</td>
<td>5</td>
<td>Box</td>
<td></td>
<td></td>
<td>4.74</td>
<td></td>
</tr>
<tr>
<td>227-02</td>
<td>Thermal Masters, 8-1/2&quot; x 11&quot;, 100/box</td>
<td>10</td>
<td>Box</td>
<td></td>
<td></td>
<td>4.35</td>
<td></td>
</tr>
<tr>
<td>227-03</td>
<td>Duplicating Fluid, 6 gallons per case</td>
<td>12</td>
<td>Gal.</td>
<td></td>
<td></td>
<td>4.20</td>
<td></td>
</tr>
<tr>
<td>229-04</td>
<td>Graph Paper, 1/4&quot;, 8-1/2&quot; x 11&quot; Newprint</td>
<td>2</td>
<td>Ream</td>
<td></td>
<td></td>
<td>2.23</td>
<td></td>
</tr>
<tr>
<td>300-01</td>
<td>Ammonia - Non Detergent</td>
<td>1</td>
<td>Gal.</td>
<td></td>
<td></td>
<td>1.04</td>
<td></td>
</tr>
<tr>
<td>300-02</td>
<td>Air Freshener</td>
<td>1</td>
<td>Gal.</td>
<td></td>
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<td>3.98</td>
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<td>300-03</td>
<td>Bleach</td>
<td>1</td>
<td>Gal.</td>
<td></td>
<td></td>
<td>.92</td>
<td></td>
</tr>
<tr>
<td>310-01</td>
<td>Scrub Pad, No Sponge, 5/box</td>
<td>1</td>
<td>Box</td>
<td></td>
<td></td>
<td>3.25</td>
<td></td>
</tr>
<tr>
<td>312-01</td>
<td>Toilet Tissue, Fold</td>
<td>2</td>
<td>Case</td>
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<td>Case</td>
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<td></td>
<td>34.03</td>
<td></td>
</tr>
</tbody>
</table>

NOTE: ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED - PLEASE REORDER

FILLED BY:  
BY:  
DATE:  
NOTE: ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED - PLEASE REORDER

ACCOUNTING  

INVENTORY CONTROL POSTED  
NOTE: ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED - PLEASE REORDER  

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FILLED BY:  
BY:  
DATE:  
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ACCOUNTING
### Warehouse Order for School Supplies

**SCHOOL:** Moreno Valley High School  
**DEPT:** #12-Summer School  
**Return to Len Anderson**

**INSTRUCTIONS:**  
1. Type or print only.  
2. All items must be listed in numerical order.  
3. Do not write in column "For Business Office Use."  
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<th>EXTENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>200-19</td>
<td>8-1/2 x 11 Tractor Feed Comp. Paper - White</td>
<td>1 Box</td>
<td>29.63</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>201-03</td>
<td>Liquid Paper, White</td>
<td>3 Ea.</td>
<td>.58</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>201-11</td>
<td>Roll Labels, White</td>
<td>2 Ea.</td>
<td>.75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202-01</td>
<td>#1 Paper Clips</td>
<td>10 Box</td>
<td>.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>202-02</td>
<td>Jumbo Paper Clips</td>
<td>1 Box</td>
<td>.31</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>202-03</td>
<td>Butterfly Clips</td>
<td>1 Box</td>
<td>.42</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>204-02</td>
<td>4&quot; x 6&quot; White, 100/pkg - Cards, Index</td>
<td>7 Pkg.</td>
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<td>208-01</td>
<td>Heavy Duty Desk Stapler</td>
<td>5 Ea.</td>
<td>5.01</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>208-02</td>
<td>Staples, Standard</td>
<td>5 Box</td>
<td>.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>209-01</td>
<td>Cellophane, 3/4&quot; x 1296</td>
<td>10 Roll</td>
<td>.49</td>
<td></td>
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<td></td>
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<td>Dispenser, 3/4&quot; x 1296</td>
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<td></td>
<td></td>
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<td>7 Roll</td>
<td>1.23</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-02</td>
<td>Student, With Eraser #2 - Pencils</td>
<td>10 Doz.</td>
<td>1.02</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-10</td>
<td>Ballpoint, Black, Fine Point - Pens</td>
<td>5 Doz.</td>
<td>.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>211-11</td>
<td>Ballpoint, Red, Fine Point - Pens</td>
<td>1 Doz.</td>
<td>.92</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>212-03</td>
<td>Red - Marking, Water-Soluble Pens</td>
<td>3 Doz.</td>
<td>1.48</td>
<td></td>
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<tr>
<td>214-01</td>
<td>White, Board, 12/pkg - Chalk</td>
<td>7 Pkg.</td>
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<tr>
<td>214-02</td>
<td>Yellow, Board, 12/pkg - Chalk</td>
<td>7 Pkg.</td>
<td>.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>215-02</td>
<td>Scratch Pad, 5&quot; x 8&quot;, 3 per lb.</td>
<td>1 Lb.</td>
<td>.74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**INVENTORY CONTROL POSTED BY:**  
**DATE:**

**NOTE:** ITEMS NOT SHIPPED ARE CONSIDERED CANCELLED - PLEASE REORDER

**THIS SHIPMENT RECEIVED BY:**  
**DATE:**

**ACCOUNTING**
**MIDNIGHT VALLEY UNIFIED SCHOOL DISTRICT**  
**BUYOUT REQUISITION**  
**BUDGET CODE 813 - Summer School**

**DEPT:**  
**P.O. NUMBER:**  
**REQUESTED BY:** Len Anderson  
**DATE:** 7/3/2K

**SUGGESTED VENDOR** Audio Graphic Systems  
**ADDRESS** P.O. Box 1040  
San Bernardino, CA 92402

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>UNIT</th>
<th>ARTICLE AND DESCRIPTION</th>
<th>EST. UNIT PRICE</th>
<th>EXTENSION</th>
</tr>
</thead>
</table>
| 4        | pkg  | Avcon Optichrome Clear Transparent Sheets 8½ x 11 x 0.005  
Catalog # 25 sheets/pk  | 400/pk  |           |
| 4        | set  | 9704 OHP Markers - Water Soluble  
(4 color set)  | 2.30/set  |           |

**TOTAL**

**P/O (3) APR**  
**APPROVED BY:**

**REOUISED BY**

**TO BUSINESS OFFICE**
Samples of Correspondence
TO: Summer School Staff
FROM: Sandy
DATE: July 9, 1987
RE: Student Attendance Records

Marti Orth has given me some direction on keeping your attendance records which will make it easier to transfer this info to the State Ledgers when they arrive.

If a student attends for any part of a class hour, he/she receives credit for having been there for the full hour. This means that our idea of "two tardies equals one absence" toward the four-day maximum is not appropriate. In order to hold students accountable for their tardiness, you may wish to adopt the policy of having students make up, minute for minute, the amount of time they were tardy during their break time or after school (if you wish to supervise them during that time, too.).

When the State Ledgers arrive, you will mark the number of hours each student attended each day. If a student arrives before 9 a.m. (even 8:59 a.m.!!) and stays for the remainder of the class period, he/she will receive credit for having attended two hours. If a student arrives at 9 a.m. or later but before 10:05 a.m., he/she will receive credit for only one hour of attendance. The same is true for second period, substituting "before 11:25 a.m." to receive two hours of attendance credit and "at 11:25 a.m. or later but before 12:30 p.m." for one hour of attendance credit. Therefore, you may want to make a note in your roll book of the arrival time of those students who are tardy.

"Things" seem to be settling in very well. You all have been very cooperative and we sincerely appreciate it. If we can be of any service to you, please let us know. Enjoy your kids and your classes!
TO: K-12 Principals
FROM: Robert C. Lee
Superintendent
BY: Ann Gordnier, Administrative Assistant
Business Services Division
DATE: July 9, 1987
SUBJECT: Skateboarding

It has been brought to my attention that a great deal of skateboarding activity is occurring at the school sites during the day and evening hours. Further, some of the custodians are turning on the outside lights for these skateboarders.

It is not the policy of the District to allow skateboarding at our schools, due to liability coverage.

Please discuss with your staff that all skateboarders should be notified that this practice has to be discontinued.

RCL:AG:ma

**********SKATEBOARDS ARE NOT ALLOWED ON CAMPUS**********
BEGINNING TUESDAY JULY 14th ALL SKATEBOARDS WILL BE CONFISCATED
AND MAY BE PICKED UP BY PARENTS ONLY
DUTY SCHEDULE
July 20th - 24th

Gesner, Snack Bar
Eby, Parking Lot
Raymond, West Quad
Johnson, Main Quad
Thanks for helping with brunch duty!
1. An officer from Moreno Valley Police department stopped by yester say to let us know that a large number of students were running stop signs on their bicycles. He asked that we let them know that he will start ticketing them on Monday. So PLEASE PASS THE WORD!

Thanks Much!
TO: ALL STAFF
FROM: DOUG
DATE: JULY 31, 1987
SUBJ: BICYCLE RIDERS

THE MORENO VALLEY POLICE DEPARTMENT HAS CONTACTED US AND VOICED THEIR CONCERN OVER THE NUMBER OF TRAFFIC VIOLATIONS THAT ARE OCCURRING THROUGH THE CORNER OF GRAHAM AND COTTONWOOD.

BEGINNING MONDAY AUGUST 3, 1987 AN OFFICER WILL BEGIN ISSUING TRAFFIC TICKETS FOR BIKE RIDERS WHO RUN THE STOP SIGNS AND/OR OTHERWISE VIOLATE TRAFFIC LAWS. THE MVPD INDICATED THAT THE COST OF SUCH TICKETS COULD RANGE BETWEEN $50.00 AND $60.00.

PLEASE ADVISE ALL OF YOUR STUDENTS OF THIS.

THANK YOU!!
Hi, and welcome to week number six...

THE END IS IN SIGHT!!!

1. The duty schedule for this week includes (you lucky people!)
   Parking Lot    Laura Tucker
   Main Quad      Mark Younglove
   Snack Bar      Lynn Kollar
   West Quad      John Ahrens

2. REMINDER... The police will start ticketing bicyclists
   for traffic infractions TODAY!

3. Have a good week!
Certificate of Attendance

PERFECT ATTENDANCE

Sandra J. Ferguson, Principal

July 27, 1987
FROM ALL OF US

THANK YOU
Program Design Form
<table>
<thead>
<tr>
<th>GOALS</th>
<th>OBJECTIVES</th>
<th>ACTIVITIES</th>
<th>EVALUATION</th>
</tr>
</thead>
</table>

CLASS ___________________________  TEACHER ___________________________
Sample Check Out List
1987 SUMMER SCHOOL CHECK OUT LIST

_____ A.V. EQUIPMENT TO LIBRARY BETWEEN 12:15-12:25 LARRY

_____ TEACHER SUMMER SCHOOL SUPPLIES TO OFFICE KAREN OR DOUG

_____ GRADE BOOKS AND ATTENDANCE RECORDS SANDY OR DOUG

_____ DATA SHEETS STATE REGISTERS

_____ BOOK CARDS KAREN

_____ KEYS KAREN

_____ FINAL CHECK OUT SANDY

SEE YOU AT THE THIRD ANNUAL RALPH JOHNSON RETIREMENT PARTY AT EL GATO GORDO IN RIVERSIDE!!!
Final Report
<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>GRADE LEVELS</th>
<th>NUMBER OF STUDENTS ENROLLED</th>
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</thead>
<tbody>
<tr>
<td>a. Special education</td>
<td>8-12</td>
<td>52</td>
</tr>
<tr>
<td>b. Compensatory education</td>
<td>9-11</td>
<td>71</td>
</tr>
<tr>
<td>c. Migrant education</td>
<td>d. Bilingual or LEP/NEP</td>
<td>g. Work experience</td>
</tr>
<tr>
<td></td>
<td>e. Driver training</td>
<td>h. Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(behind the wheel)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f. Gifted minors</td>
</tr>
</tbody>
</table>
STAFF EVALUATION

Please take the time to select the proper number to signify your feelings about this year's summer school program. We need your input and suggestions to find areas of improvement in all aspects of the program for our final reports. Thanks!!!

Please use the following numbers to signify your feelings about the statement and write comments under the statement in the space provided.

1=Agree Strongly  2=Agree  3=No Opinion  4=Disagree  5=Disagree Strongly

1. The campus was well-organized and supervised.
   1 - 9 2 - 3 3 - 0 4 - 1 5 - 0

2. Supplies were readily accessible.
   1 - 5 2 - 4 3 - 1 4 - 3 5 - 0

3. The students were cooperative and worked well in class.
   1 - 2 2 - 9 3 - 0 4 - 2 5 - 0

4. The majority of my students were successful and positive about summer school experiences.
   1 - 4 2 - 6 3 - 3 4 - 0 5 - 0

5. Audio visual equipment was readily available.
   1 - 7 2 - 0 3 - 6 4 - 0 5 - 0

6. Film procedures were clear and efficiently communicated.
   1 - 4 2 - 4 3 - 4 4 - 1 5 - 0

7. Discipline problems were handled effectively by the administrative staff.
   1 - 9 2 - 3 3 - 1 4 - 0 5 - 0

8. Classrooms were cleaned regularly and the custodial staff was cooperative and supportive.
   1 - 7 2 - 4 3 - 1 4 - 1 5 - 0

9. Attendance reporting procedures were well-organized and efficient.
   1 - 10 2 - 3 3 - 0 4 - 0 5 - 0

10. Class interruptions were kept to a minimum.
    1 - 10 2 - 3 3 - 0 4 - 0 5 - 0
11. Grade reporting procedures were well-organized and efficient.

1 - 8 2 - 4 3 - 1 4 - 0 5 - 0

12. Student attendance and tardies were not a problem.

1 - 4 2 - 1 3 - 1 4 - 3 5 - 4

13. Class sizes were adequate for proper instruction of students.

1 - 6 2 - 1 3 - 1 4 - 2 5 - 3

14. The administrative staff provided necessary support when needed.

1 - 12 2 - 1 3 - 0 4 - 0 5 - 0

15. The length of time in summer school was adequate to cover the material of a regular semester/year course.

1 - 8 2 - 1 3 - 1 4 - 2 5 - 1

16. The payroll procedure was adequate.

1 - 6 2 - 1 3 - 2 4 - 1 5 - 3

17. The process for securing a substitute was workable.

1 - 7 2 - 0 3 - 6 4 - 0 5 - 0

18. The brunch rotation supervision was a necessary assignment.

1 - 2 2 - 2 3 - 4 4 - 0 5 - 5

19. The Summer School Program Designs were helpful in organizing my educational program.

1 - 3 2 - 5 3 - 5 4 - 0 5 - 0

20. The clerical staff was helpful and provided support when needed.

1 - 10 2 - 3 3 - 0 4 - 0 5 - 0

Results based on 13 teachers who returned evaluation forms.

Space for additional comments: (List any changes or suggestions for improvement on the back of this page). Thanks for your time.
SUMMER SCHOOL STAFF EVALUATION 1987 COMMENTS

- In the beginning, organization of supplies was a little shakey.
- Tardies were a big problem.
- Too many non-school students were roaming the campus.
- Many thanks to the Administrative staff.
- One check only! Too much tax was taken out of checks — at least 25% three times. We should get our last check on the last day of school.
- The break was too short to use the restroom when one supervised. I don't believe a teacher should have to hassle students and then have them in class.
- The rules or procedures for films kept changing.
- A lump sum for payroll would have been easier and better.
- Brunch rotation supervision should not be a teacher duty!
- The District Office should hire security guards; skateboards, radios, and bikes still abound.
- I ran out of some supplies — nothing major.
- Thank you for making audio visual equipment readily available.
- The film delivery date was never honored.
- My classroom was not cleaned every day.
- Next time, let us stick to the drop on the 5th day; no exceptions.
- No punishment for tardies resulted in frequent, late tardies. This should change.
- You are great! We applaud you.
- Thanks to your support the payroll procedure was adequate.
- The District Office should hire help for brunch supervision. When are we supposed to use the restroom?
- First few weeks were a little hectic for the clerical staff (perhaps more orientation?).
- One pay check would be better.
- We need the "short time" (brunch time) off!
- A great job well done!
- If we could only do attendance this way during the regular school year!
I seem to have had more apathetic students this summer, students who attend because they are forced to attend but choose not to work once here. (Do you suppose it's the water? Acid rain? Sugar shock?)

Summer school is always a pleasure to teach and this year was no different. It has been a privilege working with y'all!! I especially appreciate the opportunity you afforded me so easily of working on CAP. Bravo to you on a splendid, splendid job! Enjoy your well deserved rest.

Second period tardies were a problem.

Should not have to wait for last check when Summer School ends. Also getting three checks deducted over $300 from our take-home pay.

The brunch rotation supervision did not allow enough time to do what you have to do. Teachers should not have to hassle students after class time.

The pay was handled very poorly -- one check on the last day of summer school.

Karen (secretary) did a great job distributing supplies but many supplies were lacking.

A few days the room wasn't cleaned.

Students took advantage of the tardies, frequently arriving 20-50 minutes late.

The Alg A class was difficult because most were unprepared and 33-36 students were too much.

Due to brunch rotation supervision, I had no time to run necessary errands.

Kids must be accountable for excessive tardies since many of these are 20-50 minutes. The kids fall behind rapidly.

I think there needs to be a stronger penalty for excessive tardies.
August 4, 1987

Dear Parents/Guardians of Summer School Students:

Each year as we conclude our high school summer school program we look ahead to the next year with hopes of improving the summer program. Will you please take a few minutes to complete this evaluation questionnaire regarding this year's summer session? We are anxious to review your comments and are always striving to improve our programs. If you have any questions, do not hesitate to contact us at Moreno Valley High School.

SUMMER SCHOOL PARENT/GUARDIAN EVALUATION 1987

1=Agree Strongly  2=Agree  3=No Opinion  
4=Disagree  5=Disagree Strongly

1. Summer school met the educational needs of my son/daughter.
   1 - 41  2 - 70  3 - 14  4 - 6  5 - 1

2. I was satisfied with the registration process for summer school.
   1 - 28  2 - 88  3 - 16  4 - 6  5 - 6

3. My son/daughter was given adequate help by his/her teacher(s) during summer school.
   1 - 45  2 - 63  3 - 17  4 - 7  5 - 1

4. The content of the classes was academically challenging.
   1 - 23  2 - 68  3 - 27  4 - 14  5 - 4

5. The courses offered were varied and provided my son/daughter with adequate choices.
   1 - 19  2 - 56  3 - 30  4 - 13  5 - 11

6. The summer school staff was available and helpful in addressing our individual needs.
   1 - 19  2 - 53  3 - 45  4 - 9  5 - 5

Please give any suggestions that you think would help to improve the summer school for next year.

Please return this form by August 5, 1987.

Thank you for your assistance.

Sincerely,

Mrs. Sandra J. Ferguson
Moreno Valley High School Summer School Principal
SF:Kc
- To have their grades ready on the last day of school so everyone knows if they pass or fail.
- Our children needed ESL classes.
- I want my son to go on the bus.
- I think a couple more courses should be offered in each grade level so students needing to make up credits have more of a chance to take what they need and not what they don't need.
- The rooms were cold.
SUMMER SCHOOL STUDENT EVALUATION 1987

In order to improve summer school next year we need to know how you felt about this year's Summer School 1987. Please answer these questions and give us your comments.

1=AGREE STRONGLY  2=AGREE  3=NO OPINION  4=DISAGREE  5=DISAGREE STRONGLY

1. I benefited from attending summer school.
   1 - 180  2 - 242  3 - 69  4 - 15  5 - 10

2. My classes were challenging.
   1 - 89  2 - 211  3 - 141  4 - 56  5 - 25

3. The registration process for summer school was effective and fair.
   1 - 99  2 - 225  3 - 109  4 - 54  5 - 30

4. I was able to take the classes in summer school that I needed.
   1 - 204  2 - 192  3 - 45  4 - 48  5 - 36

5. I would consider attending summer school next year.
   1 - 85  2 - 99  3 - 135  4 - 42  5 - 168

Please give any suggestions that you think would help to improve summer school for next year.

Results based on 501 students who returned evaluation forms.
I think you should offer more classes for those that want to get ahead, rather than only for the ones who are behind.

A mandatory 10 minute break during class time.

Let the seniors get seniority over picking their classes first, because of this I have to go to March Mountain.

Less time in each class.

More counselors: and students of Moreno Valley High School should get the classes they need before the in-coming freshmen do. "It's not fair."

Better registration.

Offer more classes.

Have more classes or different classes for next year.

Teachers should be strict but also fun, like doing a homework exercise like a challenging game.

Don't have it!

More food at the snack bar.

Add new classes in summer school, because these classes you have right now are classes that are not really essential at all. Also to make the work in summer school harder.

Less time in class.

The classrooms were cold!

Make the classes shorter. Two hour is too long!

I think the classes are much too long, and break is much too short.

This year I think summer school was a week too long. If we are going to have to have five weeks we should have more days we can not be here, such as five days allowed not only four.

I am currently a junior going into 12th grade, I turned in my application on time, asking for U.S. Problems and Government, and was told by the secretary that they had been full for 2 weeks. I feel they should have more classes for incoming seniors.

Slight bit more humor in classes.

Make it an open campus!

The classes are two hours long for each one, we should get more breaks in between the class.
Keep Mr. Lindner.

Make it shorter.

We need a variety of classes to choose from! Classes such as what North and Poly offer are needed!

Don't have summer school anymore.

Make it challenging.

Room M-57 was freezing!

You should be able to pick your own teacher.

Skateboards should be allowed in school so we don't have to sneak them and chance it that they will be taken away.

Don't come.

Let skateboards be allowed on campus!

Skateboards should be allowed in school!

Skateboards should be allowed on campus so we don't have to sneak them.

Give hot foods at the lunch line.

I feel we need a greater variety of classes to meet the needs of all the students. The students attending MVHS have less opportunities than those at North or Poly because such classes as Geometry, Chemistry, and Biology are offered there so the students get a chance to excel.

To teach like Mr. Lindner does.

I would really like it if we could take 3 courses in summer school, and I feel that only the kids who need summer school should go. We don't need a bunch of clowns.

You need to have more classes to choose from.

Have a wider variety of classes to take.

I didn't enjoy this experience at all!

You need to have more classes to choose from.

I suggest Moreno Valley High School to get security for the parking lot during summer school due to damages done to my car while I attended. I also feel if a person is absent five or more times but can present a doctor's excuse I think they ought to be allowed to continue summer school.

Give a five minute break in between hours and start later in the day.
Need a better selection of classes.

One hour classes instead of two hour classes. Split the two hours in half and have two classes so that in four hours you would have four classes instead of two and that way you could learn more than two subjects.

Bus service.

More selection.

Make it longer.

Need air conditioning in every class. Less time—instead of 4 hours have 3 hours.

They need better choices for classes and more staff to assist students in their classes. They need more room for students instead of dumping them on a waiting list.

I feel that the classes that are worth 10 credits (4 hours long) should be shortened to 3 hours. I noticed students losing attention after about 3 hours. Not due to the teacher, but to the length of time we are in here.

I don't think they should have 4 hour classes if they don't need it.

More higher classes to select from, and more exciting classes.

Have it at Canyon Springs next year.

The 4 hours classes are boring. It's hard for the students to concentrate 4 straight hours. Even the teachers are having trouble with work to find.

The classrooms were cold.

More of a variety of classes needed. I didn't think it was fair that juniors were not able to take U.S. History.

Keep M-57 warm, it was freezing cold this summer and allow food in class.

Something that I feel should be changed about summer school is the waiting list procedure. It's really not fair to have to miss three days and it's not even your fault and when you're sick and you want to stay home you can. Also, you have to try to catch up with the class.

Put year long classes in as other options. We could at least take half the course and then continue in the fall.

Don't have summer school at all.

Not as long, more classes to choose, sell hot cocoa in the morning have bus transportation, (I see some people do) have field trips
- It should start a ½ hour later so I could make it on time. It also should have a 5-minute break after an hour of class, so students can stay awake.

- Bus transportation provided. Longer breaks.

- Get to have a 30 minute lunch. Have summer school at Canyon Springs High School.

- The classes for summer school are way too long. Longer breaks.

- Have no summer school so as to have a longer break.

- Start school at 8:30 or 9:00, have the classes only 1½ hours and lunch break should be 35-40 minutes.

- More classes to choose from.

- More periods.

- Shorter hours or less days.

- More days off than just four.

- My opinion in your summer school program is that next year instead of just teaching the basics that we just came here to learn for would be next year to try and make it more interesting for the students so they can get more involved and interested in learning. I was so bored I couldn't help falling asleep sometimes.

- Bus service.

- Everything is pretty organized.

- Be here on time and study.

- I really can't complain about any problems I had in summer school. I can't be more happy about the way it went!

- I think it went fine. I would not improve anything.

- Everything was pretty much okay.

- No suggestions. Everything was great.

- The teachers to be more lenient. I think that before I came I didn't know any of these (words) but now I do know something. I think I should at least get a D.
TO:  DR. LINDA WISHER, ASST. SUPERINTENDENT: INSTRUCTIONAL SERVICES  
DR. PAUL BAIRD, DIRECTOR: MANAGEMENT SERVICES  
MRS. MARTI ORTH, CO-ORDINATOR: CATAGORICAL PROGRAMS

FROM:  MRS. SANDRA FERGUSON, SUMMER SCHOOL PRINCIPAL  
MR. DOUGLAS DEWITT, SUMMER SCHOOL ADMINISTRATIVE INTERN

DATE:  July 6, 1987

SUBJECT:  SUMMER SCHOOL ATTENDANCE DATA: WEEK #1

The following represents the attendance data for the first week of summer school, June 29 to July 3, 1987.

<table>
<thead>
<tr>
<th>Class</th>
<th>6/29</th>
<th>6/30</th>
<th>7/1</th>
<th>7/2</th>
<th>7/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abry/Col. Sk. &amp; Eng. I</td>
<td>31</td>
<td>26</td>
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<tr>
<td>Daniel/English I &amp; II</td>
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<td>Gesner/Intro Computers</td>
<td>29</td>
<td>27</td>
<td>31</td>
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<tr>
<td>Kollar/Alg. A, Math SAT</td>
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<tr>
<td>Lindner/Govt., Problems</td>
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<td>Meyers/Algebra I</td>
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<td>Steele/Pre-Algebra</td>
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<td>TOTAL</td>
<td>313</td>
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Proficiency Classes

<table>
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<tr>
<th>Class</th>
<th>6/29</th>
<th>6/30</th>
<th>7/1</th>
<th>7/2</th>
<th>7/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ahrens/Math</td>
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<td>Burns/Math</td>
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<td>Raymond/Math</td>
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<td>205</td>
<td>238</td>
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Other Classes

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<td>Eby/Special Ed.</td>
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<td>Johnson/Special Ed.</td>
<td>10</td>
<td>10</td>
<td>11</td>
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Holiday
## Period One
### MVHS SUMMER SCHOOL - SUMMARY OF CLASS COUNTS

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| Adult Ed. Carrio        | T-234| 19   | 24  | 18  | 15  | 12  | 17  | 18  | 15  | 17  | 19  | 18  | 16  | 19  | 16  | 19  | 20  | 16  | 20  | 20  |
| Sub-Total Page 1        |      | 251  | 410 | 275 | 422 | 287 | 424 | 281 | 372 | 357 | 322 | 319 | 318 | 314 | 312 | 304 | 300 | 300 | 300 |
PERFECT ATTENDANCE FOR SUMMER SCHOOL 1987

Moreno Valley High School

Canyon Springs High School
Forms to County Office

and

Data generated by Riverside County Schools office
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TO: Riverside Regional Education Data Center  
P. O. Box 868  
Riverside, CA 92502

FROM: Moreno Valley High School  
School

SUBJECT: Summer School Report Cards

We will be using the mark reporting system for summer school report cards.

Beginning Date of Summer School: June 30, 1986

Ending Date of Summer School: August 8, 1986

Report Card Form:  
With Mailer X

Without Mailer

Are Progress Reporting forms also available for the Summer School?

Signed:  
Dr. Leonard G. Anderson, MVHS Summer School Principal

School: Moreno Valley High School  
Date: May 27, 1986
TO: Participating School Personnel

FROM: Gay Wellenkamp

SUBJECT: Summer Data Center/Terminal Schedule

The terminals will be unavailable for two separate periods this summer in order for your students to be promoted and some necessary maintenance to be completed.

There will be no terminals available from July 1 through July 9. The student file will be promoted during this week. All processing for the 1985-86 school year (including Cal Guidance reports) must be completed by June 30.

The terminals will be available from July 10 through July 25. All schools using the system for summer school mark reporting must complete their Master Course Directory and locator card entries for summer school during these two weeks.

There will again be no terminals available between July 28 and August 1. Maintenance on the data base will be completed during this period.

Dates to remember:

<table>
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<th>Date</th>
<th>Description</th>
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<tr>
<td>June 30</td>
<td>All processing for 1985-86 school year must be completed.</td>
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<tr>
<td>July 1-9</td>
<td>No terminals available.</td>
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<tr>
<td>July 10-25</td>
<td>Terminals available for all schools.</td>
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<td>July 28-</td>
<td>No terminals available.</td>
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<td>August 1</td>
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On August 4th, all systems should be up and ready to go—all set for the new year!

If you have any questions, please call the Data Center.
TO: All Participating Schools

FROM: W. H. Nuckols, RREDC Director

SUBJECT: Summer School Report Cards

The mark reporting and California Guidance systems may be used for summer school processing. There is a charge of 48¢ per student which includes the report card, all the usual accompanying reports, labels, and updating of grades into the student's history file.

Detailed instructions for summer school procedures are attached. Please also note that terminals will only be available for a two-week period during the summer school session. The summer school Master Course Directory and the student schedules must be input during this period. Please call us if this presents a problem.

Please let us know if you plan to do summer school report cards.
SUMMER SCHOOL MARK REPORTING PROCEDURES

SCHOOLS WITHOUT TERMINALS:

FORMS TO BE USED:

1) Alpha List
2) New Enrollee Student Data Transmittal
3) Summer School Master Course Directory

1) ALPHA LIST

Check in RED all students who will be attending summer school. Using a red pen or pencil, write in the course-section numbers of the summer school courses to be taken next to each student’s name.

2) NEW STUDENTS

Send in "New Enrollee" Student Data Transmittal for any new student attending summer school. The enrollment date should be the date school opens for the Fall Semester; the grade should be the student’s grade in September. The summer school course-section numbers should be written in the Class Schedule area of the SDT. (See pp. 8-22, Student Data Transmittal Procedures Manual.)

3) SUMMER SCHOOL MASTER COURSE DIRECTORY

The following instructions should be followed in completing the Summer School Master Course Directory Form:

COURSE-SECTION - Enter the 4-digit number of the course using the proper department code (see attached listing). Assign section numbers to each separate section of the course.

COURSE TITLE - Enter course title using no more than 12 characters, including spaces.

TEACHER NUMBER - Assign each teacher a 3-digit number until the entire summer school faculty has been numbered. If you desire, you may use the same numbers that have been used during the regular school year, but it is not necessary to use the same numbers.

TEACHER NAME - Enter the name of the teacher, LAST NAME FIRST followed by a space and the first name or initial. No more than 12 characters may be used, including spaces.

SEMESTER - "SS" (Summer School) has been entered on the form.
PERIOD - Enter the number of the period during which the course will meet. Use the beginning period number for a multiple hour class.

Example: a two-hour course beginning first period would be 01.

ROOM - Enter the room designation--either alpha and/or numeric.

CREDIT - Enter number of credits course will receive if successfully completed.

Example: 05.00 = five credits
02.50 = two-and-one-half (2) credits

SEAT SIZE - Enter number of seats available for the course.

DAYS MET - Use the following codes to denote whether or not a class is to meet on a specific day:

0 = course DOES NOT MEET on this day.
1 = course DOES MEET on this day.

COURSE CODE - Enter the code (if desired) which identifies an honors course, advanced placement course, UC approved courses, or driver education/training/first aid courses. (See California Guidance Report manual--revised October 1983--page 6.)

The Summer School Master Course Directory, the Alpha List with courses, and any New Enrollee Student Data Transmittals must be returned to the Data Center by July 9. Mark Gathering Documents will be sent before the last day of your summer school.

SCHOOLS WITH TERMINALS

Those schools using terminals may input their Summer School Master Course Directory by using Format MCD001. Format LOC002 may then be used to add the course-section number(s) to the records of those students attending summer school. Follow the instructions above for new students.

This information may only be entered during the two-week period, July 10-25. Do not enter MCD or student information before that time.

Please notify the Data Center when you are ready for Mark Gathering Documents.
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|---------------|--------------|-----|------------|----------|---|---|---|---|---|---|----|----|---|---|---|---|---|---|---|----|----|
| 1005-01       | ENGLISH I    | 02  | 5          | 0.40     | 2 | 3 |   |   |   |   | 40 | 60 |   |   |   |   |   |   |   |    |    |
| **            |              |     |            |          |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |    |    |
| **            |              |     |           |          |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |    |    |
| 1025-01       | COLLEGE SKIL | 01  | 5          | 1.40     | 3 | 1 |   |   |   |   | 20 | 60 | 20 |   |   |   |   |   |   |   |    |    |
| **            |              |     |            |          |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |    |    |
| **            |              |     |            |          |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |    |    |
| ***           | TEACHER TOTALS |     |            |          |   |   |   |   |   |   |    |    |   | 10 | 50 | 40 |   |   |   |   |   |   |
| ****          | AVERAGE CLASS SIZE = 5.0 |     |            |          |   |   |   |   |   |   |    |    |   |   |   |   |   |   |   |    |    |
FOR THE SUMMER SCHOOL

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