

SJHS

New Course Proposal Submitted By: *

Seward

Course Title *

Math 211 Analytic Geometry and Calculus 1

Transcript Title (15 characters or less) *

Please be sure to count each character and spaces used to be no more than 15.

MSJC MATH 211

Course Code (assigned by Data Management, extension 4221):

m1211

Academic Department *

Math

Graduation Requirement Met *

Math ▼

Honors (*note: Honors courses seeking A - G status must offer a non-Honors equivalent course) *

No ▼

Grade Level (check all that apply) *

☐ 6th

☐ 7th

☐ 8th

☐ 9th

☐ 10th

☒ 11th

☒ 12th

Pre-Requisite (list all that apply) *

Math 110

Co-Requisite (list all that apply) *

n/a

Possible credits *

10 - year long class ▼

Course Learning Environment *

☒ Classroom Based

☐ Online/Hybrid

CALPADS Course Code (assigned by Data Mgt.)

9273

Career Technical Education Courses

Will this course be part of CTE Pathways? *

No ▼

Is this an Integrated Course (Academics with Career Technical Education) *

No ▼

CTE Courses Only: Indicate the Level of the Course:

▼

CTE Courses Only: Indicate the Industry Sector

▼

CTE Courses Only: Career Pathway & Code Pathway Name

Submitting Courses That are Program Status, Courses Modeled After Another Institution, or Online, or AP

Course Plans for Program Status, Online, or AP must be attached to this form.

Will this course meet any of the descriptors above? *

Yes ▼

Program Status Courses (can be auto approved) - Name the Exact Program and Course Title:

Submitting a Course Modeled After Another Institution:

When modeling after another institution's course, you will also need to enter a course overview specific to San Jacinto Unified School District as well as course content specific to SJUSD.

Any course modeled after another institution's course will not move forward until it has been written to reflect SJUSD's unique needs.

Submitting a course modeled after another institution.

Which school and ATP code? Must state exact course title.

MSJC Math 211

Adopt an Online Publisher Course

Adopt a Program Status Course

Advanced Placement (AP) Courses Only: Please answer the following questions:

This section only applies to AP courses.

AP Courses Only: Date Submitted to CollegeBoard for AP Audit:

Month ▼ Day ▼ 2020 ▼

Exact Course Title

CollegeBoard Authorization Code

Course Content

Please note: There are not specific requirements regarding the number of units each course should have. For reference: University of California A-G Guide: <http://www.ucop.edu/aguide/a-g-requirements/index.html>
Copy and paste the link into your web browser for course samples.

Course Overview: Provide a brief summary (3 - 5 sentences) of the course's content. *

Math 211 develops our students' abilities to problem solve and model (GELO5) by developing facilities to solve physical application problems in terms of differentiation and integration. Writing mathematical information symbolically, visually, and numerically (GELO4) are also developed in the contexts of calculating limits and evaluating definite integrals.

For EACH UNIT of the course, please provide:

1. A unit title
2. A concise 3 - 5 sentences describing the topics being addressed that demonstrate the critical thinking, depth, and progression of the content covered.
3. A brief 3 - 5 sentences summarizing a key assignment from this unit and covering:
 - a. how a student will complete this assignment
 - b. what a student will produce
 - c. what the student will learn

Most importantly, use the unit(s) and key assignment(s) to demonstrate that the course meets the subject specific course criteria on the A - G Guide.

Units (outline each unit in the section provided. Indicate new units with a number and title) *

- A. Functions and Limits
1. Limit of a function at a number by comparing the two one-sided limits
 2. Graphical determination of whether a function has a limit at a specific number
 3. Postulating the limit of a function at a number by numerical approach
 4. Limit of a function at a number by applying limit theorems

5. Epsilon-delta proofs that a function f has a limit L at a number
6. Definitions of "continuity of a function at a number" and "continuity of a function on an open interval"
7. Proofs that the "operation" of two functions that are each continuous at c is continuous at c , where "operation" will be specified as one of the following: sum, difference, or product
8. Conditions under which a composition of two functions is continuous at a number
9. Continuity on a closed interval
10. Points of discontinuity
11. Intermediate Value Theorem and its application to approximating an irrational root of a polynomial
12. Limits of functions involving trigonometric expressions

B. Differentiation

1. Definition of the derivative of a function with respect to a variable and its use to find derivatives
 2. Slope of a secant line joining two points on the graph of a function
 3. Slope of the line tangent to the graph of a function at a particular point on the graph
 4. Graphs of functions and specific secant or tangent lines
 5. Average velocity between two points on the graph of an equation which describes rectilinear motion
 6. Instantaneous velocity at a point on the graph of an equation which describes rectilinear motion
 7. Rate of change of one variable with respect to a second at a particular value of the second
 8. Differentiability implies continuity; cite discontinuity as a supporting argument for lack of differentiability at a particular domain value of a function
 9. Examples of functions continuous at a point but not differentiable at that same point
 10. dy/dx and $f'(x)$ notations for the first derivatives and d^ny/dx^n and $f^{(n)}(x)$ notations for the n th derivative
 11. Higher-order derivatives of a function with respect to some variable
 12. Graph of $y = f'(x)$ by observing the "behavior" of $y = f(x)$
 13. Sum/difference rule
 14. Constant multiple rule
 15. Power rule
 16. Product rule
 17. Quotient rule
 18. Chain rule
 19. Derivatives of the six trigonometric functions
 20. Derivatives of functions involving trigonometric functions
 21. Implicit differentiation and its applications
 22. Increments and differentials
 23. Local linear approximation
 24. Approximation of increments by differentials to estimate propagated error
- ## C. Applications of Differentiation
1. Related rates & applications
 2. Definition of increasing, decreasing, or strictly monotone functions
 3. Concavity of a function on an interval by examining only the first derivative and by examining only the second derivative
 4. Critical points
 5. Inflection points
 6. First derivative test
 7. Second derivative test
 8. Graphs of polynomial functions by finding relative extrema, inflection points, concavity,

and monotonicity

9. Graphs of rational functions by locating x- and y-intercepts, vertical asymptotes, limits at infinity, inflection points, concavity over various intervals, and intervals of increase and decrease
10. Absolute extrema on an interval
11. Application problems whose solutions require an absolute minimum or maximum
12. Mean-Value Theorem
13. Values satisfying the Mean-Value Theorem for a given function and given closed interval
14. Instantaneous velocity and instantaneous acceleration given an equation describing rectilinear motion

D. Integration

1. Definition of an antiderivative of a function f
2. Indefinite integrals of polynomial functions, rational functions, trigonometric functions, and functions consisting of a combination of those basic functions using the power rule
3. Indefinite integrals by substitution
4. Evaluation of sums expressed in sigma notation
5. Expressing sums in sigma notation
6. Sum of areas of inscribed or circumscribed rectangles as an approximation of the exact area of a region bounded by the graph of $y = f(x)$, the x-axis, and the lines $x = a$ and $x = b$
7. Area of a region bounded by the graph $y = f(x)$, the x-axis, and the lines $x = a$ and $x = b$ by finding the limit of the sum of the areas of either inscribed or circumscribed rectangles as the number of those rectangles approaches infinity
8. Definite integral as a limit of a Riemann sum
9. Given a nonnegative function f , expressing the area of the region bounded by $y = f(x)$, the x-axis, and the lines $x = a$ and $x = b$ as a definite integral, and then evaluating that integral
10. Fundamental Theorem of Calculus
11. Definite integrals by substitution
12. Evaluating definite integrals by rewriting those integrals as a sum of other integrals whose values are more easily obtained

E. Applications of the Definite Integral

1. Areas of regions enclosed by two or more curves
2. Graphs of regions enclosed by two or more curves
3. Volumes of solids of rotation generated by the graph of a single function by using the disk method and by using the shell method
4. Volumes of solids of rotation generated by the graphs of two functions using the washer method
5. Rectilinear motion problems

Course Materials

Provide the COURSE MATERIALS that students use and analyze throughout the course. When appropriate, please incorporate these materials into the course's unit descriptions in the COURSE CONTENT section. Some subject areas and disciplines require courses to include specific course materials. Please refer to the subject course criteria in the link above and/or the California Department of Education (<http://www.cde.ca.gov/ci/cr/cf/imagen.asp>) for more information.

Course Material

Please access the hyperlinked Google Slide deck for a sample of the required information for any course materials that will be used in the course.

Google Slide Deck Link w/samples

<https://docs.google.com/a/sanjacinto.k12.ca.us/presentation/d/1LaBuMtWAqL9bMaPKGQ8ooRZ6AZOLtS2PV0HGPudpYqo/edit?usp=sharing>

Select Course Material (select all that apply) *

- ☒ Textbook
- ☐ Literary Text
- ☐ Manual
- ☐ Periodical
- ☐ Scholarly Article
- ☒ Website
- ☐ Primary Document
- ☐ Multimedia
- ☐ Other

Course Material: Primary *

- Stewart, J. (2016). Calculus, 8th Ed. Cengage. ISBN: 978-1-285-74062-1
- Larson, R. Edwards, B., H. (2018). Calculus, 11th Edition Cengage. ISBN: 978-1-337-27534-7

Course Materials: Additional (if applicable)

A-G Courses

For courses seeking A - G status please answer the questions below

Is this course being submitted for A-G status? *

Yes ▼

Subject for A - G status

- ☐ "A" History/Social Science
- ☐ "B" English
- ☒ "C" Mathematics
- ☐ "D" Lab Science
- ☐ "E" Language Other Than English
- ☐ "F" Visual and Performing Arts
- ☐ "G" Elective

Name the Discipline (i.e. US History, LOTE, Theater, etc.)

Math

Is this an Integrated Course (Academics with Career Technical Education)

- ☐ Yes
- ☒ No

Does this course need to be retro-activated to a previous year?

No ▼

If yes, which year(s)?

- ☐ 2017-2018
- ☐ 2016-2017
- ☐ 2015-2016
- ☐ 2014-2015

Final Review

Please review your course prior to submission to ensure it meets all requirements, courses will not be moved forward until they have provided all the required information.

End of Course Submission

Before you submit, please verify that you have completed all required components for submission.

**Mt. San Jacinto College
Integrated Course Outline of Record**

Form B

Submitted by: Marilena Beckstrand **Date:** 10/10/2019

<u>Department</u>	<u>Subject</u>	<u>Course Number</u>	<u>Title</u>
Mathematics	Mathematics MATH	211	Analytic Geometry and Calculus I

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.

Each laboratory unit requires 3 hours per week of class time.

Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units

4.00

Total Units

4.00

Lecture Contact Hours

64.00 - 72.00

Total Contact Hours

64.00 - 72.00

Lecture Homework Hours

128.00 - 144.00

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

G MATH COMPETENCY

General Education Justification:

Math 211 develops our students' abilities to problem solve and model (GELO5) by developing facilities to solve physical application problems in terms of differentiation and integration. Writing mathematical information symbolically, visually, and numerically (GELO4) are also developed in the contexts of calculating limits and evaluating definite integrals.

Maximum Enrollment:

30

Maximum Enrollment Justification:

Course requires significant response to written materials - check all that apply:

* Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.

Justification: Math 211 is the first course in the Calculus sequence wherein all of a student's prerequisite knowledge in conjunction with the new concept of limit is deployed to solve real-world applications. These application problems are of sufficient depth and breadth to require pages of student work to develop a model and deduce the desired solution. The nuanced complexity inherent in these solutions require significant instructor time to evaluate, critique, and score significantly differentiating the present course from the ordinary workload per student associated with most mathematics courses. Hence, a maximum enrollment of thirty (30) students is sought to ensure a high-level of quality feedback to transfer students developing their mathematical modeling skills in support of their chosen majors.

Grading Method:

Letter Grade or P/NP

TOP code:

1701.00

Can be Taken

1

time(s) for credit (max 4)

☐ - Visual or Performing Arts course that is required to meet major requirements for UC/CSU

☐ - Intercollegiate athletics course

☐ - Academic/vocational competition course

Catalog Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).

This course is the first in the Calculus sequence. Students will compute limits, identify regions of continuity, and differentiate and integrate algebraic and trigonometric functions. Applications of

differentiation and integration to problems of graphing, related rates, optimization, areas, volumes, arc-length, and rectilinear motion are included.

Schedule Description:

(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course is the first in the Calculus sequence. Students will compute limits, identify regions of continuity, and apply differentiation and integration of functions.

Need for the course:

Math 211 is a university transferable course that meets the IGETC (GE:2A) and UC/CSU (GE:B4) requirement for mathematical concepts and quantitative reasoning and serves as the first semester Calculus course. It is also a required course for: the Biology, Chemistry, Mathematics, Physics, and Computer Science AS-T degrees, the Economics AA-T degrees, and the Liberal Arts: Math and Science AA degree and meets the G area for the associates degree.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

- MATH 110 with a Grade of C or better. or
- Placement in Math 211.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.
-none-

Recommend Preparation:

Recommended Preparation go through a separate approval process. See Forms E1-E6 for details.
-none-

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)

Upon the completion of the course the student will be able to do the following:

1. Evaluate the limits of functions and to use the limit to explore the behavior of functions, and to study derivatives and integrals.
2. Apply the definition of continuity to determine if a function is continuous, and to find any points of discontinuity that might exist.
3. Deduce the derivative of a function from the definition of the derivative and differentiation formulas.
4. Deduce the derivatives of polynomial, rational, radical, and trigonometric functions.
5. Formulate the equation of the line tangent to the graph of a differentiable function at a point.
6. Examine the slope, extrema, concavity, and points of inflection to construct a sketch of a function using its derivatives.

7. Apply the derivative to solve maxima & minima problems.
8. Differentiate implicitly defined functions.
9. Solve related rate problems.
10. Evaluate definite integrals by expressing and calculating limits of Riemann Sums, and using the Fundamental Theorem of Calculus.
11. Measure areas bounded by curves and volumes formed when such areas are rotated about lines in the real plane.
12. Solve physical applications with definite integrals.

Course Content:

(please number the outline of main topics and subtopics)

1. Functions and Limits
 1. Limit of a function at a number by comparing the two one-sided limits
 2. Graphical determination of whether a function has a limit at a specific number
 3. Postulating the limit of a function at a number by numerical approach
 4. Limit of a function at a number by applying limit theorems
 5. Epsilon-delta proofs that a function f has a limit L at a number
 6. Definitions of "continuity of a function at a number" and "continuity of a function on an open interval"
 7. Proofs that the "operation" of two functions that are each continuous at c is continuous at c , where "operation" will be specified as one of the following: sum, difference, or product
 8. Conditions under which a composition of two functions is continuous at a number
 9. Continuity on a closed interval
 10. Points of discontinuity
 11. Intermediate Value Theorem and its application to approximating an irrational root of a polynomial
 12. Limits of functions involving trigonometric expressions
2. Differentiation
 1. Definition of the derivative of a function with respect to a variable and its use to find derivatives
 2. Slope of a secant line joining two points on the graph of a function
 3. Slope of the line tangent to the graph of a function at a particular point on the graph
 4. Graphs of functions and specific secant or tangent lines
 5. Average velocity between two points on the graph of an equation which describes rectilinear motion
 6. Instantaneous velocity at a point on the graph of an equation which describes rectilinear motion
 7. Rate of change of one variable with respect to a second at a particular value of the second
 8. Differentiability implies continuity; cite discontinuity as a supporting argument for lack of differentiability at a particular domain value of a function
 9. Examples of functions continuous at a point but not differentiable at that same point
 10. dy/dx and $f'(x)$ notations for the first derivatives and d^ny/dx^n and $f^{(n)}(x)$ notations for the n th derivative
 11. Higher-order derivatives of a function with respect to some variable
 12. Graph of $y = f'(x)$ by observing the "behavior" of $y = f(x)$

13. Sum/difference rule
14. Constant multiple rule
15. Power rule
16. Product rule
17. Quotient rule
18. Chain rule
19. Derivatives of the six trigonometric functions
20. Derivatives of functions involving trigonometric functions
21. Implicit differentiation and its applications
22. Increments and differentials
23. Local linear approximation
24. Approximation of increments by differentials to estimate propagated error
3. Applications of Differentiation
 1. Related rates & applications
 2. Definition of increasing, decreasing, or strictly monotone functions
 3. Concavity of a function on an interval by examining only the first derivative and by examining only the second derivative
 4. Critical points
 5. Inflection points
 6. First derivative test
 7. Second derivative test
 8. Graphs of polynomial functions by finding relative extrema, inflection points, concavity, and monotonicity
 9. Graphs of rational functions by locating x- and y-intercepts, vertical asymptotes, limits at infinity, inflection points, concavity over various intervals, and intervals of increase and decrease
 10. Absolute extrema on an interval
 11. Application problems whose solutions require an absolute minimum or maximum
 12. Mean-Value Theorem
 13. Values satisfying the Mean-Value Theorem for a given function and given closed interval
 14. Instantaneous velocity and instantaneous acceleration given an equation describing rectilinear motion
4. Integration
 1. Definition of an antiderivative of a function f
 2. Indefinite integrals of polynomial functions, rational functions, trigonometric functions, and functions consisting of a combination of those basic functions using the power rule
 3. Indefinite integrals by substitution
 4. Evaluation of sums expressed in sigma notation
 5. Expressing sums in sigma notation
 6. Sum of areas of inscribed or circumscribed rectangles as an approximation of the exact area of a region bounded by the graph of $y = f(x)$, the x-axis, and the lines $x = a$ and $x = b$
 7. Area of a region bounded by the graph $y = f(x)$, the x-axis, and the lines $x = a$ and $x = b$ by finding the limit of the sum of the areas of either inscribed or circumscribed rectangles as the number of those rectangles approaches infinity
 8. Definite integral as a limit of a Riemann sum

9. Given a nonnegative function f , expressing the area of the region bounded by $y = f(x)$, the x -axis, and the lines $x = a$ and $x = b$ as a definite integral, and then evaluating that integral
10. Fundamental Theorem of Calculus
11. Definite integrals by substitution
12. Evaluating definite integrals by rewriting those integrals as a sum of other integrals whose values are more easily obtained
5. Applications of the Definite Integral
 1. Areas of regions enclosed by two or more curves
 2. Graphs of regions enclosed by two or more curves
 3. Volumes of solids of rotation generated by the graph of a single function by using the disk method and by using the shell method
 4. Volumes of solids of rotation generated by the graphs of two functions using the washer method
 5. Rectilinear motion problems
 6. Physical work problems

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
Integration: Presentation of terminology, definitions, and theorems supporting discussion of example problems, such as deducing the derivative of polynomial, rational, radical, and trigonometric functions.
- **Method:** Discussion
Integration: Discussion will be used to reinforce student comprehension of lecture topics, such as how to formulate the equation of the line tangent to the graph of a differentiable function at a point.
- **Method:** Modeling
Integration: The instructor will model accurate applications of Calculus techniques in the development of procedures used to solve limit, continuity, differentiation, and integration problems, such as evaluating definite integrals by expressing and calculating limits of Riemann Sums, and using the Fundamental Theorem of Calculus.
- **Method:** Group activities, computer assisted instruction, and multimedia vehicles
Integration: These methods may be employed, as appropriate, to assist students with developing intuition and depth of understanding of concepts, such as measuring areas bounded by curves and volumes formed when such areas are rotated about lines in the real plane.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Homework
Integration: Problems will be assigned allowing students, at their own pace, to develop skills necessary for success in Calculus, such as deducing derivatives of polynomial, rational,

radical, and trigonometric functions using properties of derivatives. Homework will be evaluated on accuracy and completeness.

- **Method:** Exams/Tests

Integration: Interim and a comprehensive final exams may be used to determine if a student successfully acquired skills, such as applying the derivative to solve maxima and minima problems. Exams will be graded on accuracy, completeness, mathematical correctness, and demonstration of understanding through work done to solve the problems posed.

- **Method:** Quizzes

Integration: Periodic quizzes may be used to assess the students' skill development throughout the course, such as solving physical applications with definite integrals. Quizzes will be evaluated on accuracy, completeness, and correctness.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Find the limit.
2. Use the definition of continuity at a point to show why a function is discontinuous.
3. Apply the definition of the derivative.
4. Find the derivative using the rules of differentiation.
5. Find the extrema and inflection points of a function.
6. Find the intervals where the function is increasing/decreasing and where it is concave up/concave down. Find intercepts and asymptotes, and graph the function.
7. A 6 ft tall woman is walking away from a 10 ft tall lamp post at a rate of 4 ft/s. Find the rate at which the end of her shadow moves along the ground.
8. Find the dimensions of the box of maximum volume that can be constructed from 200 square inches of cardboard.
9. Find the area bounded by two curves over an interval.

Textbooks:

- Stewart, J. (2016). *Calculus, 8th Ed.* Cengage. ISBN: 978-1-285-74062-1
- Larson, R. Edwards, B., H. (2018). *Calculus, 11th Edition* Cengage. ISBN: 978-1-337-27534-7

Other Resources:

Minimum Qualification

- Mathematics (Masters Required)

Concurrent



New Course Signature/Approval Page

- I. Suggested Course Title: MSJC Math 211
- II. Department(s): Math
- III. School: SJHS
- IV. School Committee Members:
- | | |
|--------------------------------|----------------------------------|
| a. Name: <u>Enka Gardner</u> | Signature: <u>Enka Gardner</u> |
| b. Name: <u>Justin Carmona</u> | Signature: <u>Justin Carmona</u> |
| c. Name: <u>S. Schward</u> | Signature: <u>S. Schward</u> |
| d. Name: <u>Lloyd Sheppard</u> | Signature: <u>Lloyd Sheppard</u> |
| e. Name: _____ | Signature: _____ |
- V. Committee Meeting Date(s): 11/5, 11/6, 11/14
- VI. Department Chair Signature:
- | | | |
|----------------------------|------------------------------|-----------------------|
| a. Name: <u>K. Cochran</u> | Signature: <u>K. Cochran</u> | Date: <u>12/10/19</u> |
| b. Name: _____ | Signature: _____ | Date: _____ |
- VII. Principal Signature:
- | | | |
|-------------------------------|---------------------------------|-----------------------|
| a. Name: <u>Courtney Hall</u> | Signature: <u>Courtney Hall</u> | Date: <u>12/10/19</u> |
|-------------------------------|---------------------------------|-----------------------|
- VIII. Course Proposal Reviewed by Educational Services:
- | | | |
|--|------------------------------------|------------------------|
| a. Director, Educational Services: <u>Janet Cavacevich</u> | Signature: <u>Janet Cavacevich</u> | Date: <u>12/19/19</u> |
| b. Assistant Superintendent of Educational Services: _____ | Signature: _____ | Date: <u>1/10/2020</u> |
- IX. Course Proposal Approved by the Board of Trustees:
- | | | |
|---|------------------|-------------|
| a. SJUSD Board of Trustees President: _____ | Signature: _____ | Date: _____ |
|---|------------------|-------------|



Seward, Stefanie <sseward@sanjacinto.k12.ca.us>

San Jacinto Unified School District New Course Proposal

3 messages

Google Forms <forms-receipts-noreply@google.com>

To: sseward@sanjacinto.k12.ca.us

Thu, Jan 23, 2020 at 7:24 AM

Thanks for filling out [San Jacinto Unified School District New Course Proposal](#)

Here's what we got from you:

[EDIT RESPONSE](#)

San Jacinto Unified School District New Course Proposal

For more information on how to complete this form please contact:

Janet Covacevich

Director, Secondary C & I

(951)929-7700 ext. 4263

jcovacevich@sanjacinto.k12.ca.us

Your email address (sseward@sanjacinto.k12.ca.us) was recorded when you submitted this form.



Signature Page must be printed and wet signed

Access Signature Page at this link <https://docs.google.com/a/sanjacinto.k12.ca.us/document/d/1TO2G1fXxR6WGNhinPY-oNaxtY130cZHUOjTT3Ntv5Zg/edit?usp=sharing>

School *