2022-2023 Tucson Unified School District Student Achievement Action Plan Improvement

Principal: Sandra Calkins

School: Mission View Elementary

Region: Santa Cruz/2

Date Plan Revised: August 16, 2022

Planning Team:

Name	Position	Name	Position
Sandra Calkins	Principal	Elizabeth Hoover	MTSSF
Luis Carbonell	Teacher	Delia Sotelo	Teacher

Sign Off:

Position	Name	Signature	Date
Principal	**Sandra Calkins**	*Sandra Calkins* Sandra Calkins (Sep 15, 2022 07:54 PDT)	Sep 15, 2022
Regional Superintendent	**Mark Alvarez**	*Mark Alvarez* Mark Alvarez (Sep 15, 2022 13:23 PDT)	Sep 15, 2022

Table of Contents

Contents

I. School Profile

A. **Mission**

Mission View is committed to promoting a deep understanding of content in a safe environment. We work in collaboration with our community to foster an appreciation for diversity, empower students to become life-long learners, and productive members of society.

B. **School Summary**

Mission View Elementary School is in the City of South Tucson. Our school is in a high poverty, high crime community where many homes are rentals and residents are transitory. Best Places ranks crime with a scale of 1 (low crime) to 100 (high crime). Our site's zip code's violent crime rank score is 60.1, compared to the US average rank of 22.7. Violent crimes include murder and nonnegligent manslaughter, forcible rape, robbery, and aggravated assault. With a population in South Tucson of 5,624, our community recorded a median household income of $21,160 annually, based on 2017 U.S. Census Bureau data. The poverty rate is estimated at 46.2% of the total population. Our families are challenged by poverty, with over 98% of our students qualifying for free or reduced lunch. Due to high poverty in our area, approximately 98% of our students were not equipped with the necessary technology at the beginning of the school closure and therefore did not have full access to remote learning and instruction, causing further education gaps. Although our district has recently committed to a one-to-one device to student ratio since the pandemic, our students still struggle with internet connectivity and other infrastructural challenges at home to attend school remotely. Our site received a grade of "D" on our AZ School report for the 2018-2019 year which is the most recent grade available due to suspended testing because of COVID-19 during Spring 2020. A substantial portion (80%) of the grade is points for growth, which illustrates that we achieved some success towards ensuring that all students demonstrate at least one year of instructional growth and struggling students demonstrate more than one year's growth. Mission View Elementary is a Dual Language school, which consists of one strand of dual language classes from Kindergarten -5th grade. We implement the immersion model, which begins with 90% of instruction in Kindergarten conducted in Spanish. The percentage gradually shifts to more English each year, building up to 5th grade instruction with 50% English and 50% Spanish instruction, producing students who are bilingual and biliterate.

C.   Vision

At Mission View every student will achieve to their full potential in a safe, inspiring, and challenging learning environment.

D.   Core Values

At Mission View every student will achieve to their full potential in a safe, inspiring, and challenging learning environment.

Staff Collective Commitments:

1.   We will be a Professional Learning Community in all ways, including respect, diversity, and trust for all.

2.   We will fulfil our roles in implementing PBIS and Restorative Practices

3.   We will seek new ways to keep improving

4.   We will advocate for and engage all students with meaningful learning activities that challenge them to problem solve and think critically.

Schoolwide, we implement Positive Behavior Interventions and Supports. Our 3 behavior expectations are Be Respectful, Be Responsible, and Be Kind. Students are taught problem-solving strategies and social emotional competencies during weekly PBIS lessons, facilitated by our MTSSF. We incorporate restorative practices, to include class meetings, restorative conferences, and completing reflections. Students are recognized for positive behavior choices by earning Coyote HOWLS. Coyote HOWLS are then redeemed at our bi-weekly Tiendita for prizes. All teachers and staff are responsible for recognizing positive behavior choices.

E. School Profile

2018-19 Letter Grade		
D		

Student Profile-					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
31.76%	85.73%	100%	100%	24.47%	19.07%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
		22	8%	195	67%	15	5%	2	1%	5	2%
6	3.02%	1	.50%	182	91.46%	8	4.02%	0	0	2	1.01%

F.   Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade									
	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
District Avg	42%	36%	36%	18%	16%	16%	28%	27%	24%
State Avg	51%	48%	46%	36%	34%	31%	39%	39%	37%
Mission View	46%	17%	32%	15%	10%	10%	27%	15%	8%

3 Years of AzMERIT ELA Percent Proficiency by Grade									
	2019 Gr. 3	2019 Gr. 4	2019 Gr. 5	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5
District Avg	38%	40%	43%	21%	29%	32%	29%	33%	27%
State Avg	46%	51%	52%	35%	44%	45%	41%	44%	39%
Mission View	31%	29%	45%	15%	25%	32%	24%	24%	8%

Three Year AZ Merit/AASA by Subgroup
*When student subgroup is smaller than 10, please place an asterisk to ensure student privacy
*Ensure to disaggregate data by cohort and by grade level

ELA

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	33.3%	15.2%	22.2%	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	29%	26.7%	23.7%	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	50%	33.3%	8.7%	*	*	*	*	*	*	*	*	*

% passing rate

Math

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	*	*	*	*	*	*	50%	12.1%	29.6%	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	19.4%	10.5%	15.8%	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	37.5%	10%	8.7%	*	*	*	*	*	*	*	*	*

%passing rate

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement
Our AASA school data indicates that we met some of our goals, but fell short in other areas: 3rd Grade-ELA achievement for all students will increase by 5% moving from 15% proficient or highly proficient on 2021 AZM2 to 20% proficient or highly proficient on 2022 Arizona State Mandated testing. Based on AASA assessment results, we exceeded our goal, and 24% of our 3rd graders were proficient. 4th Grade-ELA achievement for all students will increase by 5% moving from 25% proficient or highly proficient on 2021 AZM2 to 29% proficient or highly proficient on 2022 Arizona State Mandated testing. Based on AASA assessment results, we did not meet our goal, we maintained at 24% proficiency. 5th Grade-ELA achievement for all students will increase by 5% moving from 32% proficient or highly proficient on 2021 AZM2 to 37% proficient or highly proficient on 2022 Arizona State Mandated testing. Based on AASA assessment results, we did not meet our goal, there was a drastic decrease in our 5th grade proficiency rate, down to 8%. 3rd Grade-MATH achievement for all students will increase by 5% moving from 15% proficient or highly proficient on 2021 AZM2 to 20% proficient or highly proficient on 2022 Arizona State Mandated testing. Based on AASA assessment results, we exceeded our goal, and 27% of our 3rd graders were proficient. 4th Grade-MATH achievement for all students will increase by 5% moving from 10% proficient or highly proficient on 2021 AZM2 to 15% proficient or highly proficient on 2022 State Mandated testing. Based on AASA assessment results, we met our goal- 15% of our 4th graders were proficient. 5th Grade-MATH achievement for all students will increase by 5% moving from 10% proficient or highly proficient on 2021 AZM2 to 15% proficient or highly proficient on 2022 Arizona State Mandated testing. Based on AASA assessment results, we did not meet our goals, we decreased to 8% proficiency. Our greatest areas of need are in 4th and 5th grade math. - All teachers participated in math training both on site, during the school days, as well as during our TUSD professional Learning Days. Evidence of math anchor charts (including vocabulary, strategies and models) are evident in all classrooms. 10/12 classrooms are using student math journals with fidelity. Follow up with math consultant for planning 2022-2023 professional development goals, looking to support Tier 2 instruction/ interventions. Principal will schedule math PD support for 2022-2023 school year.   All teachers will be implementing our new math curriculum Eureka Math2. Our after school tutoring program will have one section dedicated to offering math tutoring for small groups of targeted students.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. Teachers do not maintain high academic, behavioral and social-emotional learning expectations for all students.	1. All our teachers are not appropriately trained to provide and maintain high academic, behavior and social emotional learning expectations for all students	1. Teachers have different expectations, students are unfamiliar with goal setting; Lack of professional development training on how to use data that informs instruction; lack of training to support disruptive behavior; District pacing calendar does not offer time for re-teach or enrichment. School-wide we are inconsistent with entering data and use of student data binders.
2. Our teachers and appropriate other staff do not participate in ongoing, applicable professional learning opportunities.	2. Our teachers and appropriate other staff do not participate in ongoing, applicable professional learning opportunities with regular follow up and time to plan for implementation.	2. There is no planning time to allow teachers to implement new initiatives ; no ongoing support for new initiatives; Teachers are at varying levels of proficiency with implementing new practices and programs; support staff is not provided training for all initiatives; minimal or no connection between Professional Development and Professional Learning Community work.
3. Our families are not engaged in critical data-informed decisions that impact student learning.	3. Parents lack skills and access to information to be engaged in critical data-informed decisions that impact student learning.	3. Parents are unaware of student success criteria; Parents are not logging into ParentVue to review student progress; Parents are unsure of how to support students at home; no internet access or computer access at home; no consistency between teacher of what data is shared; varying parent conference expectations.

B. SMART Goals for Student Achievement

SMART Goal Statement *(All Academic Goals must Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports. *Note that the bottom quartile is composed of English Learners and Exceptional Education students.	● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams
By April 2023, students will show a 10% gain in proficiency levels in math, as measured by AASA.	● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
BOY administration of DRA/NSGRA/EDL- data entered into Sharepoint document- Data used to create small groups for differentiated instruction; data used to determine students for pull-out support with Reading interventionists; data used to determine students for invitation to our after school tutoring programs	Strengths: All teachers have access to testing materials and have been appropriately trained to administer assessments. We have two full-time reading interventionists to help support with testing administration. Obstacles: Student absences

Teacher administers weekly running records for all students to monitor progress; goal is to show an increase in accuracy and comprehension each month for each student. Use comprehension rubrics.	Strengths: All teachers have access to testing materials and have been appropriately trained to administer assessments. We have two full-time reading interventionists to help support with testing administration. Obstacles: Student absences
Use of computer-based reading Intervention programs with fidelity and targeted skills. Imagine and IXL (language arts) weekly student progress reports- a minimum of three 20-minute sessions a week, showing an increase in skills mastered or increase in proficiency levels	Strengths: Classroom schedules and small group instruction provide time for students to log on to computer-based intervention programs daily, during small group instruction; Teacher Assistants in all classes to provide support during small group, independent center time. Obstacles: Student absences, students not fully engaging with program and simply clicking.

2. **Action Steps to Implement Strategies**

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Targ et Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Plan Professional Development for next steps from progress monitoring assessment and providing immediate student feedback.	Principal, Reading Interventionists, Curriculum	6/30/22	Professional Development Calendar for 2022-2023 school year	Principal CSP	PD calendar, lesson plans , walkthrough evidence; running record student data;

	Service Provider				NSGRA/DRA/EDL student data
During MTSS for August, determine which students will be supported by Reading Interventionists and invited to after school tutoring.	MTSSF, Principal, Teachers, Reading Interventionists	August 2022	Student reading level data	Principal MTSSF CSP	MTSS meeting agenda; Reading Interventionists schedules; 21st CCLC student attendance list
Plan Professional Development for running IXL and Imagine reports and how to assign specific skills to students.	Principal Reading Interventionists	August 2022	IXL and Imagine access	Principal Teachers Reading Interventionists	IXL and Imagine Leanring/ Espanol activity reports

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 2: By April 2023, students will show a 10% gain in proficiency levels in math, as measured by AASA. By end of first quarter, 2022-2023, 100% of teachers will implement new math curriculum Eureka Math2, as well as strategies shared by math consultant, such as anchor charts, math journals, and word problem solving strategies.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
100% of classes will have created math journals and at least one anchor chart is displayed as evidenced by classroom walkthrough by Principal and Curriculum Service Provider	Teachers Principal CSP	Sept, 2022	Anchor charts; Eureka Math2 teacher resource guide	Principal CSP	Anchor charts in classrooms; anchor charts referenced by students
Teachers are administering short cycle assessments for Eureka Math2 as per their calendar co-created with grade-level partner	Teachers CSP	Ongoing	Online student assessments; assessment calendar, Eureka Math2 teacher resources	CSP Teachers	Short cycle assessment calendar; student data from Eureka Math2
Create a structured PLC agenda that has a focus on analyzing student assessment data to plan for next steps- interventions, or enrichment opportunities. Review assessment data to determine common student misconceptions that need to be addressed.	Principal CSP Teachers	August 2022 Weekly	Student data from Eureka Math2 PLC agenda	PLC Teacher	PLC agenda; student assessment data from Eureka Math2 online assessments

Ongoing Professional Development with math consultant from Associates for Education Success to provide onsite training, modeling of lessons, feedback sessions, and support for planning lessons.	Principal CSP Teachers Math Consultant	Begin August 25, 2022 on site training; Ongoing throughout school year	Professional Development Calendar; Eureka Math2 teacher resources; lesson plans; walkthrough feedback forms	Principal CSP	Professional Development calendar; lesson plans; walkthrough feedback forms

A. Gaps in USP Subgroup Performance

Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses

Subject	School Year	All Students		
ELA		# Passing	# of	Passing
	2018-19 (AzMERIT)	31	90	34.4%
	2020-21 (AzM2)	16	72	22.2%
	2022-22 (AASA)	18	93	19.4%
Math		# Passing	# of	Passing
	2018-19 (AzMERIT)	27	89	30.3%
	2020-21 (AzM2)	9	76	11.8%
	2022-22 (AASA)	16	93	17.2%

Our school data indicates that we are still in recovery from our COVID pandemic/ remote learning, when you compare our proficiency rates pre covid to post covid. . We are still in COVID pandemic recovery, and we continue to have excessive absences this school year due to mandatory quarantine (10 days/ 5 days) for COVID protocol. Many students were out on multiple quarantines, due to repeated exposure in the home. Even with after school tutoring and 2 full-time interventionists, students were not consistently in

attendance to benefit from Tier 2 and Tier 3 interventions.   Students showed consistent growth in reading levels, as measured by NSGRA and EDL/DRA.   As our ELL students did not meet proficiency goals, we are providing targeted support during our after-school tutoring program for our identified ELL students, focusing on language development and vocabulary. Our goal is to increase our AZELLA passing rate in Spring 2023.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. All teachers do not maintain high academic, behavioral and social emotional learning expectations for all students.	1. All our teachers are not appropriately trained to provide and maintain high academic, behavior and social emotional learning expectations for all students	1. Teachers do not maintain high expectations for their ELL or Ex Ed students. Teachers are unaware of how to support students with behavior issues or social emotional needs. Data is different for different groups- ELLs, Ex Ed, TWDL- different curriculum programs and different assessments.
2. Our teachers and appropriate other staff do not participate in ongoing, applicable professional learning opportunities.	2. Our teachers and appropriate other staff do not participate in ongoing, applicable professional learning opportunities with regular follow up and time to plan for implementation.	2. Professional Development is not differentiated to target ELLs and Ex Ed students. We have different curriculum/ training for sub groups- ELLs. Our TWDL program requires different initiatives and training
3. Our families are not engaged in critical data-informed decisions that impact student learning.	3. Parents lack skills and access to information to be engaged in critical data-informed decisions that impact student learning.	3. ELL students are in English only classes, and monolingual-Spanish parents are not able to support school work at home; Our ELLs do not take district ELA assessments- lack of data.

B.   SMART Goals for Reducing Achievement Gaps

SMART Goal Statement *(All Academic Goals must Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports. *Note that the bottom quartile is composed of English Learners and Exceptional Education students.	E.g.: Examples of evidence could include: ● AASA Test Results ● Short Cycle Assessments ● Quarterly Benchmark Exams ● District Pre-Post Exams

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goal 2	
Strategies:	**Strengths and Obstacles**
BOY administration of DRA/NSGRA/EDL- data entered into Sharepoint document- Data used to create small groups for differentiated instruction; data used to determine students for pull-out support with Reading interventionists; data used to determine students for invitation to our after-school tutoring programs	Strengths: All teachers have access to testing materials and have been appropriately trained to administer assessments. We have two full-time reading interventionists to help support with testing administration. Obstacles: Student absences
Teacher administers weekly running records for all students to monitor progress; goal is to show an increase in accuracy and comprehension each month for each student. Use comprehension rubrics.	Strengths: All teachers have access to testing materials and have been appropriately trained to administer assessments. We have two full-time reading interventionists to help support with testing administration.

	Obstacles: Student absences
Use of computer-based reading Intervention programs with fidelity and targeted skills. Imagine and IXL (language arts) weekly student progress reports- a minimum of three 20 minute sessions a week, showing an increase in skills mastered or increase in proficiency levels	Strengths: Classroom schedules and small group instruction provide time for students to log on to computer-based intervention programs daily, during small group instruction; Teacher Assistants in all classes to provide support during small group, independent center time. Obstacles: Student absences, students not fully engaging with program and simply clicking.

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 1: By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Targ et Dates**	**Resources Needed**	**Monitoring**	**Evidence**
Plan Professional Development for next steps from progress monitoring assessment and providing immediate student feedback.	Principal, Reading Interventionis ts, Curriculum Service Provider	6/30/22	Professional Development Calendar for 2022-2023 school year	Principal CSP	PD calendar, lesson plans , walkthrough evidence; running record student data; NSGRA/DRA/ED L student data

During MTSS for August, determine which students will be supported by Reading Interventionists and invited to after school tutoring.	MTSSF, Principal, Teachers, Reading Interventionists	August 2022	Student reading level data	Principal MTSSF CSP	MTSS meeting agenda; Reading Interventionists schedules; 21st CCLC student attendance list
Plan Professional Development for running IXL and Imagine reports and how to assign specific skills to students.	Principal Reading Interventionists	August 2022	IXL and Imagine access	Principal Teachers Reading Interventionists	IXL and Imagine Leanring/ Espanol activity reports

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
Strategy 2: By April 2023, students will show a 10% gain in proficiency levels in math , as measured by AASA. By end of first quarter, 2022-2023, 100% of teachers will implement new math curriculum Eureka Math2, as well as strategies shared by math consultant, such as anchor charts, math journals, and word problem solving strategies.					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Targ et Dates**	**Resources Needed**	**Monitoring**	**Evidence**
100% of classes will have created math journals and at least one anchor chart is displayed as evidenced by classroom walkthrough by Principal and Curriculum Service Provider	Teachers Principal CSP	Sept, 2022	Anchor charts; Eureka Math2 teacher resource guide	Principal CSP	Anchor charts in classrooms; anchor charts referenced by students
Teachers are administering short cycle assessments for Eureka Math2 as per their calendar co-created with grade-level partner	Teachers CSP	Ongoing	Online student assessments; assessment calendar, Eureka Math2 teacher resources	CSP Teachers	Short cycle assessment calendar; student data from Eureka Math2
Create a structured PLC agenda that has a focus on analyzing student assessment data to plan for next steps- interventions, or enrichment opportunities. Review assessment data to determine common student	Principal CSP Teachers	August 2022 Weekly	Student data from Eureka Math2 PLC agenda	PLC Teacher	PLC agenda; student assessment data from Eureka Math2 online assessments

misconceptions that need to be addressed.					
Ongoing Professional Development with math consultant from Associates for Education Success to provide onsite training, modeling of lessons, feedback sessions, and support for planning lessons.	Principal CSP Teachers Math Consultant	Begin August 25, 2022 on site training; Ongoing throughout school year	Professional Development Calendar; Eureka Math2 teacher resources; lesson plans; walkthrough feedback forms	Principal CSP	Professional Development calendar; lesson plans; walkthrough feedback forms

Index and Support

I. **Gap Analyses:** While looking at site based data, make sure to perform an effective gap analysis by disaggregating data by the following subgroups:
   A. African American
   B. Anglo
   C. Hispanic
   D. Exceptional Education
   E. English Learners

In addition to this data set, make sure to investigate additional data that includes mobility rate, attendance rate, and promotion/retention rates.

Ensure that SMART goals, strategies and action steps are created to address the gaps in data that are found. For example, if data indicates that

Hispanic students are not performing as well on state standardized tests as their Anglo counterparts, then create a plan to effectively address

that need. Ensure that this is thread throughout the entire magnet plan. Ensure that this is also tied to a root cause analysis. This will likely

be aligned to the same root causes one will find in a Title I Integrated Action Plan.

II. **SMART Goal Examples**:
   A. By June, 2023, reading achievement for African American students will increase by 10 percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.

   B. By June 2023, math achievement for Hispanic students will increase by 10percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.

   C. By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.

   D. By June 2023, the school will increase the enrollment of African American and Anglo students by five percentage points to ensure integration, as measured by 100th day enrollment reports.

Mission View SAAP 22-23

Final Audit Report

Created:	2022-09-15
By:	Rachel Sanchez (rachel.sanchez@tusd1.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAsk4OzWHq66QU4f6DNrm0QALME3cu4UCw

"Mission View SAAP 22-23" History

Document created by Rachel Sanchez (rachel.sanchez@tusd1.org)
2022-09-15 - 0:55:55 AM GMT- IP address: 168.174.252.2

Document emailed to Sandra Calkins (sandra.calkins@tusd1.org) for signature
2022-09-15 - 0:56:55 AM GMT

Email viewed by Sandra Calkins (sandra.calkins@tusd1.org)
2022-09-15 - 1:52:53 AM GMT- IP address: 104.28.85.117

Document e-signed by Sandra Calkins (sandra.calkins@tusd1.org)
Signature Date: 2022-09-15 - 2:54:58 PM GMT - Time Source: server- IP address: 168.174.252.62

Document emailed to mark.alvarez@tusd1.org for signature
2022-09-15 - 2:55:00 PM GMT

Email viewed by mark.alvarez@tusd1.org
2022-09-15 - 5:23:09 PM GMT- IP address: 174.240.160.251

Signer mark.alvarez@tusd1.org entered name at signing as Mark Alvarez
2022-09-15 - 8:23:12 PM GMT- IP address: 168.174.252.2

Document e-signed by Mark Alvarez (mark.alvarez@tusd1.org)
Signature Date: 2022-09-15 - 8:23:13 PM GMT - Time Source: server- IP address: 168.174.252.2

Agreement completed.
2022-09-15 - 8:23:13 PM GMT

![Adobe Acrobat Sign]