

Dayton SD 8 25-27 Integrated Programs Application

Needs Assessment Summary

Please offer a description of the needs assessment process you engaged in and the summary of results of that needs assessment. Please name the trends noticed through the state and local data review and indicate which data sources were used, including CTE-related information. Explain how the needs assessment and state and local data has informed specific decisions for this plan and budget. (500 words or less)

We utilized multiple ways of collecting information and data for our needs assessment. Starting in the fall we held monthly Spanish speaking parent nights and would elicit information through our community liaisons to learn what parents in that group wanted to see as a focus in the coming years. We gave the Youth Truth survey to students, staff and parents. Listening sessions were held with staff and the community. Dessa results were analyzed. State report card information was analyzed and compared over the past 5 years to look for trends. Admin and staff engaged students in empathy interviews to better understand their experience of school and what is working and what is not. The superintendent created a survey specific to their role and pushed it out to the community and staff members.

In addition to applying this lens, we also relied on disaggregated student data—including data broken down by race/ethnicity, language status, disability, economic disadvantage, and housing status—to identify disparities and shape our goals. This data allowed us to set targeted, measurable outcomes that address the unique needs of our focal student groups.

The data allowed us to see that we have a lot of work to do in the area of Early literacy, as many of our students are moving from one grade to the next and never reaching grade level in reading. Our curriculum is not aligned to standards and assessments in all areas, so rigorous curriculum work must be continued. Also, strategies being focused on in professional development are not making it into most classrooms, so work must be done to coach teachers and strengthen PLC's. We also see that we need to continue to focus on improving student attendance and creating a culture of high expectations and rigor in the classroom

Additional requirement if applying with a sponsored charter: Please include a brief description of your charter school(s) needs assessment process and how data has informed specific decisions for their plan(s) and budget(s). (Additional 250 words or less)

Equity Advanced (250 words or less per question)

1. Explain how you incorporated your equity lens or tool into your planning and budgeting process. Outline key activities/strategies from your outcome/strategies Smartsheet and identify specific activities to support prioritized focal student groups.

We utilized the Oregon Equity Lens as a critical tool to guide and evaluate our planning and budgeting decisions. This lens served as a filter through which we reviewed each goal, strategy, and funding allocation, ensuring that our most marginalized and historically underserved student groups remained at the center of our decision-making.

The district's Diversity, Equity, and Inclusion (DEI) team played a pivotal role in shaping and refining our Integrated Plan. The DEI team not only helped establish equity-centered goals throughout the development process but also served as the final editors of the plan, ensuring alignment with the core principles of the Oregon Equity Lens.

2. What professional development or training is planned throughout the biennium for teachers, staff, and administrators to address the cultural, social, emotional, and/or academic needs of students, including those of focal students?

Every Monday in our late start time we address the above listed items on a rotation. This work is embedded into our rigorous curriculum design as well.

3. ☒ What policies and procedures do you implement to ensure inclusion of children and youth navigating houselessness in all programs and activities? ☒

Our homeless liaison plays a crucial role in ensuring that homeless youth and their families have equitable access to educational opportunities and support services. Their responsibilities extend beyond basic communication to actively addressing barriers that may prevent full participation in school programs.

1. ****Regular Communication & Relationship Building**** – The liaison maintains consistent contact with homeless students and their families through phone calls, in-person meetings, and school visits. This ongoing dialogue allows for real-time feedback and helps build trust, ensuring that students feel supported and valued.

2. ****Identifying & Addressing Barriers**** – By engaging directly with homeless youth and their families, the liaison gathers critical information about the challenges they face, such as transportation issues, financial constraints, lack of school supplies, or difficulties in accessing meals. Once identified, these barriers are addressed through school resources, community partnerships, or referrals to support services.

3. ****Facilitating Access to CTE and Extracurricular Activities**** – Understanding that extracurricular and Career & Technical Education (CTE) programs can be transformative for student engagement and career readiness, the liaison works to eliminate obstacles preventing homeless students from participating. This includes assisting with

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transportation, fee waivers, and providing necessary materials such as uniforms or tools required for specific CTE courses.

4. ****Collaboration with School Staff & Community Partners**** – The liaison works closely with teachers, counselors, and administrators to ensure that homeless students receive academic and emotional support. Additionally, they collaborate with local shelters, food banks, and social service agencies to connect families with housing assistance, mental health resources, and employment programs.

5. ****Advocacy & Policy Implementation**** – The homeless liaison ensures that the school adheres to federal and state guidelines under the McKinney-Vento Act, which mandates equal educational access for homeless students. They advocate for policy improvements and work to create a school culture that is inclusive and sensitive to the unique needs of homeless youth.

6. ****Monitoring & Continuous Improvement**** – Feedback from students and families is used to refine and enhance support programs. The liaison collects data on participation rates, success stories, and ongoing challenges to develop strategies that better serve the needs of homeless students.

Through these efforts, the homeless liaison ensures that all students, regardless of their housing situation, have the resources and support necessary to succeed academically and participate fully in school programs.

4. ☒ Describe any efforts to ensure opportunities for all students to participate in CTE programs that are generally considered male or female dominated. ☒

To ensure all students can participate in CTE programs at our school, we implement several key strategies:

Ongoing Observations & Communication – We conduct daily observations and maintain open conversations with students and CTE staff to identify and address any concerns that may arise, ensuring a supportive and inclusive learning environment.

Strong Administrative Support – School leadership actively affirms, supports, observes, participates in, and engages with CTE programs to reinforce their importance and accessibility for all students.

Collaboration Among CTE Teachers – We encourage cross-curricular collaboration among CTE teachers to create a more comprehensive and engaging educational experience.

Creating an Inclusive Environment – We work with our teaching staff to enhance the educational experience, particularly for Hispanic students, ensuring they feel welcomed and supported in CTE programs.

Hands-On Industry Experience – Students have access to industry-standard equipment, allowing them to gain valuable, real-world experience that prepares them for future careers.

Career Fairs & Regional Opportunities – We organize career fairs and provide students with opportunities to participate in CTE programs across the region, often hosted by industry professionals, to broaden their exposure and professional connections.

Student Recruitment & Junior High Exposure – We utilize current students to help recruit peers into CTE programs and introduce junior high students to the Agriculture program through a required elective wheel, fostering early interest and engagement.

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Successful Agriculture Program – Dayton has one of the largest and most successful Agriculture Programs in the state, where females are slightly overrepresented, demonstrating our commitment to breaking traditional gender stereotypes in CTE.

Well-Rounded Education (250 words or less per question)

1. Explain any changes or updates to your program review based on the Program Review Tool and Oregon’s Early Literacy Framework. Additional requirement if applying with a sponsored charter: Please include any updates for charters.

We utilized the Early Literacy Framework while we wrote our initial Early Literacy Grant application, so we just used it to verify that we had continued the required components.

2. Complete the Early Literacy Allowable Use Descriptions Smartsheet that includes information around professional development, coaching, high-dosage tutoring, and extended learning. If applying with a sponsored charter, make sure to complete for each charter. No narrative response required. A Smartsheet link will be provided.

3. ☒ How do you ensure curriculum design and the adopted curriculum for all content areas (core or basal and supplemental) consist of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards? ☒

To ensure our curriculum design and adopted curriculum align with state and national standards, we follow a structured process. We start with a needs assessment, gathering data on student and staff needs to identify gaps in our current curriculum. Next, we review approved curricula that meet state and national standards, focusing on those that address our specific needs and support a clear scope and sequence of learning objectives. We also engage with similar schools to learn about successful curricula they’ve used, ensuring our choices have a proven track record. After that, we pilot the curriculum in classrooms to evaluate its effectiveness and alignment with our learning objectives. Following the pilot, we make the curriculum available to the community for feedback before taking it to the school board for approval. Once approved, we collaborate with instructional coaches to monitor the curriculum’s implementation, providing ongoing support to ensure teachers have the necessary tools to succeed. We also prioritize RCD Vertical Alignment in PLCs, ensuring that learning objectives are consistent across grade levels and content areas. Finally, we follow the state’s rotating curriculum adoption schedule.

4. ☒ Describe your system for ensuring classroom instruction is well-rounded, intentional, engaging, and challenging for all students. ☒

All teachers' curriculum is based on following state content standards, ensuring that each lesson aligns with rigorous academic expectations. Our adopted curriculum serves as a supplement and tool,

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designed to reinforce concepts and support the delivery of these standards. Administrators in all three buildings are actively present in classrooms, offering consistent support to help ensure lessons are effectively aligned with these goals. Additionally, instructional coaches collaborate with teachers to provide targeted, personalized support in curriculum design and instructional strategies, helping educators refine their approaches to meet the diverse needs of their students. Teachers are expected to follow their lessons and syllabi with intentionality to ensure full coverage of the standards. They are encouraged to use varied grouping practices, fostering dynamic interactions and student engagement through discussion and collaborative activities. With a focus on differentiated instruction, staff tailor lessons to meet the varied academic levels within their classrooms, ensuring that all students have access to the content and opportunities to succeed. Through ongoing coaching and professional development, teachers continue to improve their instructional practices, contributing to a culture of continuous improvement.

5. ☒ How do you ensure that students, families, and community members experience a safe and welcoming educational environment, including but not limited to being free from drug use, gangs, violence? ☒

We strive to have interpreters available for our families and make sure that we greet people with a helpful and friendly attitude. One strength we learned from the YouthTruth survey is that families across our schools indicated that our staff is friendly. We are working to develop some Dayton-specific professional training for staff to appropriately respond when a racial incident happens (like the use of a derogatory term). We want staff to respond in an appropriate and effective way. We feel that if we are consistently and effectively responding to these situations, all students and families will feel welcome and valued in our schools. Additionally, we are enhancing campus safety by installing more cameras, implementing a stronger campus supervision plan, and purchasing radios for the entire district to improve communication and response time. We are also making efforts to improve our building security with the installation of buzz-in doors and other security measures. Our office staff and staff in general go out of their way to be welcoming and helpful to visitors, and we display student work and honors in visible areas as visitors enter our buildings. These combined efforts are meant to create a safe, inclusive, and welcoming environment for all students, families, and staff.

6. ☒ How do you ensure students have access to strong school library programs? ☒

The district has a large K-12 library supported by two media specialists and a licensed librarian from the Willamette Educational Service District (WESD). These staff oversee the program, with assistants working closely with students and staff to explore both physical and digital resources. Elementary classrooms have scheduled library time each week, while middle and high school students have dedicated library periods. Students in grades 6-12 can also visit the library at any time (with permission from their supervising teacher) to check out or return books, or simply have a quiet space to work. Our team collaborates with WESD to regularly review and update the book collection, adding new materials as needed. Students are not only able to check out books from our library, but they also have access to other collections in the area.

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7. How are you monitoring the effectiveness of interventions for students who experience depression, anxiety, stress, and challenges with dysregulation?

We utilize the DESSA to monitor and identify students who may require additional individualized supports. This assessment helps us track social-emotional development and guide the intervention process. At the elementary level, students have access to a Yamhill County Mental Health counselor who provides targeted mental health support based on their needs. For students at the secondary level, an in-house mental health counselor is available. This counselor works with individual students and conducts small group sessions, addressing specific concerns and providing personalized care. In addition, all students, regardless of grade level, have access to school counselors who offer further emotional support and guidance. Elementary students also benefit from the “Win Room,” a dedicated space where they can take scheduled breaks and engage in skill-building activities designed to help them manage emotions and improve their classroom behavior. This room serves as a supportive environment for students to recharge and learn coping strategies that are essential for academic success. Moreover, the district employs a full-time nurse, available every day through the Willamette Education Service District (WESD), who visits both campuses. The nurse plays an essential role in supporting students' overall health and well-being. With a combination of mental health resources, emotional support through counseling, and physical health care, our district works diligently to provide a well-rounded support system to ensure students' success both academically and emotionally.

8. ☒ How do you identify and support the academic needs of students who are not meeting or exceeding state and national standards for focal student groups? What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards? ☒

We are committed to providing targeted support for students who are not meeting academic standards. One of the ways we do this is by offering high-dosage tutoring after school, two days a week, in small groups of four or fewer students. These sessions are designed to provide additional intervention and academic support to help students catch up and succeed. For our focal group students, we take a personalized approach, working closely with their families to identify specific needs and ensuring they are connected to the appropriate supports, both within our district and the larger community. We utilize data from tools like DESSA and IXL to assess students' strengths and weaknesses, which helps us tailor our support to their individual needs. Additionally, we offer accelerated classes at the Junior High and High School levels, allowing students to progress at a pace that matches their abilities. At the elementary level, we provide reading groups based on ability, as well as reading extension programs that aim to challenge and extend students' learning. Classroom groupings are flexible, and students are encouraged to advance through educational software, ensuring they receive the right level of challenge and support. These strategies are part of our ongoing commitment to helping every student thrive.

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academically, by offering personalized learning opportunities and fostering strong connections between students, families, and our school community.

9. If planning to develop a new CTE Program of Study, please name the intended program to be started, timeline, and the steps taken or to be taken.

We will start a Fire and Emergency Pathways program of study for the 25-26 school year. We have given .17 FTE to a current staff member and will utilize our partnership with the local fire department to offer classes and hands-on training. Students will be paid for going on calls when they have the necessary certifications.

10. ☒ What CTE defined work-based learning experiences are available for students? Describe any efforts you are making to expand these opportunities. ☒

Currently our CTE students have opportunities through Chemeketa Community College to work with local industries through a grant they acquired. We are working with Chemeketa to expand on this for more students. We were also able to bring students to Evergreen Aviation Museum and events for a day of hands-on learning. We have been meeting with the city and local businesses to create more partnerships for work-based learning.

11. ☒ Do your students have the opportunity to earn CTE college credit while in high school? If yes, no explanation required. If no, please explain. ☒

yes

Engaged Community (250 words or less per question)

1. What improvements have you made when engaging with your community, including focal students, families, and staff, in the past two years? What barriers, if any, continue to exist or were experienced?

Over the past two years, several improvements have been made in engaging with the community, including students, families, and staff. Two family liaison positions were introduced at both the elementary and secondary levels, which has been a game-changer in building stronger connections. The bilingual and bicultural aspects of the role have significantly increased the impact, especially in ensuring communication and support are accessible to all families. Additionally, regular communication has been enhanced through weekly update messaging at the Junior High and High School levels, keeping families more informed and connected. Athletic announcements have become more frequent, ensuring that the community stays up-to-date on sports events and news. Collaboration with local organizations, including the city, has been strengthened, and after-school

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programs for ELD (English Language Development) students have been launched, offering additional support for students needing language assistance. A particularly impactful initiative is the establishment of a solid group for Conexión Latina, which provides a sense of belonging and support to the Latinx community. Despite these improvements, a barrier remains: not all families are aware of the family liaison role or how they can benefit from it, particularly families who do not speak Spanish. There is a continued need for better awareness and outreach to ensure that all families, regardless of language or background, can fully access and benefit from the resources and support available.

3. List the strategies used to engage with focal students and families about the integrated plan throughout the planning process. (At least two strategies are required.)

We used the Youth Truth survey to gather feedback from families. This survey was offered in their home language and we provided time and space during conferences for families to access the survey on school devices.

Our family liaisons gathered feedback and provided updates of the process during our Spanish speaking parent nights.

Community forums were offered to solicit feedback from families, staff and community members. Students were invited to participate in the equity committee to share their perspectives.

Empathy interviews were conducted with students to better understand the needs of schools from their perspective.

4. List the strategies used to engage with staff, both classified and certified, about the integrated plan throughout the planning process. (At least two strategies are required.)

Staff were given time and space to take the Youth Truth survey to gather feedback for our goals.

The superintendent held listening sessions, one on one meetings and monthly district meetings to solicit feedback from staff regarding the integrated plan.

Building admin also collected feedback from staff both formally and informally.

Outcome of Engagement

11. Looking at your Community Engagement process holistically, what did you learn from the community and staff? Explain how you applied the input to inform your planning.

A major theme that emerged is that students and parents want more opportunities for their students. Including, rigorous courses, CTE opportunities and college credit options. We also learned that communication is an area that we still need to focus on both with parents and staff. We heard that there are a lot of pockets of hope for the future and that there are still

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pockets of hesitation to grow and learn.

Strengthened Systems and Capacity (250 words or less per question)

1. ☒ What systems do you have to recruit, onboard, and retain quality educators and leaders, including those who are representative of student focal groups? What systems are in place to ensure that focal students are being taught by effective and highly qualified teachers as frequently as other students? ☒

To recruit, onboard, and retain quality educators and leaders, including those representative of student focal groups, we have established several key systems:

Targeted Recruitment Efforts – We actively seek diverse candidates through partnerships with universities, career fairs, and professional networks to attract educators who reflect the demographics of our student population.

Comprehensive Onboarding Process – New educators participate in structured orientation programs that familiarize them with our school culture, expectations, and available resources. Mentorship programs pair new hires with experienced teachers for guidance and support.

Professional Development & Growth Opportunities – We provide ongoing training, workshops, and leadership development programs to empower educators, enhance their skills, and promote career advancement within our institution.

Supportive Work Environment – Administrators actively engage with teachers through observations, feedback sessions, and open communication to ensure they feel valued and supported.

Retention Strategies – We foster a collaborative culture by encouraging cross-curricular teamwork, recognizing teacher achievements, and offering competitive compensation and benefits to retain high-quality educators.

Equity & Inclusion Initiatives – We work to recruit and support educators from underrepresented backgrounds, ensuring they feel welcomed and valued. This includes affinity groups, mentorship programs, and professional networks for teachers from diverse backgrounds.

Community & Student Engagement – Educators are encouraged to build strong relationships with students and families, fostering a sense of belonging that helps both teachers and students thrive.

3. ☒ Describe your system for analyzing disciplinary referrals, suspensions, and expulsions, including disaggregating this information by focal groups. ☒

Our system for analyzing disciplinary referrals, suspensions, and expulsions relies on the Synergy platform and Oregon Data Suite where all relevant data, including referral details, grade level, and the infraction. Referrals are categorized as either major or minor, allowing us to track the severity of incidents.

We use various tools and processes to analyze and support students based on the data:

Grade Level Teams: Review referral data by grade to identify patterns and issues.

SST (Student Support Team): Focuses on individual student support based on referral information.

MTSS (Multi-Tiered System of Support): Provides targeted interventions based on student needs.

Synergy Reports: Track and analyze behavior and academic performance.

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Oregon Data Suite: Offers a broad view of student data for disaggregation by demographic and behavioral groups.

9th Grade On-Track: Ensures 9th-grade students stay on track academically and behaviorally.

Minor Referral Tracking: Monitors minor infractions to prevent escalation.

Consequence Tracking: Tracks disciplinary actions, including suspensions and expulsions, ensuring consistency.

This system allows us to disaggregate data by focal groups, identify trends, and address the needs of at-risk students. By using these insights, we ensure that appropriate interventions are implemented and that disciplinary processes are fair, effective, and support the overall improvement of school climate.

6. ☒ What career exploration and career development coursework and activities are offered to support awareness, exploration, preparation, and training at the various grade-bands? Describe your system for sharing information with students and parents regarding career connected learning and CTE opportunities, including any guidance, counseling, and connections to education plans and profiles. ☒

Dayton school district has spent a lot of times revamping our master schedule process, and our course offerings to offer a more comprehensive K-12 educational experience. This includes adding courses at sixth grade and eighth grade to give students the chance to explore our CTE offerings. We also will continue to host our Pathways Fair, which allows students to learn from other students what course offerings we have before they forecast. Parent informational nights will be held to share information about forecasting and the course offerings.

7. For districts required to engage in Tribal Consultation only: Describe the professional development opportunities provided to ensure that teachers and other school professionals who are new to the Indian community are prepared to work with Indian children and that all teachers who will be involved in programs under this guidance have been properly trained to carry out such programs.

N/A

Early Literacy Inventory and Prioritization

For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for eligible applicants who serve English Language Learners, English Language Proficiency Assessment data.

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1. ☒ Using the Smartsheet link, make any necessary adjustments to your previously submitted Early Literacy Inventory. Please note the literacy inventory requires up-to-date information of all literacy assessments, tools, curricula, and digital resources used to support literacy in early elementary grades (PK-3). *No narrative response required.* ☒

2. What is the name of the funding source for the 25% match for early literacy? (check all that apply)

Student Investment Account (SIA)

3. If you answered “Other” on #2, please describe below:

4. Please do your best to mark which of the following categories best describe how you are using your matching funds? (check all that apply)

Hiring

Professional Development & Coaching

5. If you answered “Other” on #4, then please describe below:

Questions #6 and #7 are only required for applicants with more than one elementary school and/or schools serving elementary grades

6. Select one or more of the following school characteristics that were used to prioritize Early Literacy Funds within your district? Prioritization was determined based on schools that:

7. List the elementary schools (and/or schools serving elementary grades) that are receiving Early Literacy Funds or resources, and the approximate percentage of funds that are going towards each. Use Format [School - xx%]. (write N/A if you have only one elementary school)

Feedback (250 words or less per question)

How can ODE support your continuous improvement process?

Ongoing meetings to discuss changes and support our work

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Plan Summary

Provide an overview of the plan detailing the key aspects and rationale behind the chosen approach. Describe the vision of the plan and how it addresses strengths and areas for growth identified in the needs assessment, including those specifically related to CTE. Additionally, describe how the plan will work towards addressing the co-developed LPGTs or Local Optional Metrics. (500 words or less)

Our vision aligns to our Dayton Portrait of Graduate. We are striving to create a robust and rigorous experience for our student K-12, so that when they walk across the stage they are prepared for the post-secondary goals. This includes access to an engaging, well-aligned curriculum that research based. A wide range of CTE programs and electives and a supportive school environment. We believe that Dayton can and should be the hub of our community and we plan to build programs that support that goal.

***Additional requirement if applying with a sponsored charter:* Please be sure to include information about how the needs assessment informed the plan for each charter if the approach is different from the district's plan or how the charter participated in the planning and development of your district plan. (Additional 250 words or less)**

Assurances

1. You will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

Guarantee of assurance 1: True

2. You have taken into consideration the Quality Education Commission (QEC).

Guarantee of assurance 2: True

3. Your proposed expenditures comply with supplement (not supplant) guidance outlined in statute for Federal School Improvement, Perkins, and HSS district/school activities (if applicable).

Guarantee of assurance 3: True

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4. Your student progress and outcome data disaggregated by focal student group (except in cases of fewer than 10 students) was examined during the integrated planning process.

Guarantee of assurance 4: True

5. Dropout/pushout prevention strategies and activities are applied at every high school within the district, including alternative schools.

Guarantee of assurance 5: True

6. Each of the SSA plans were reviewed as part of your strategic planning.

Guarantee of assurance 6: True

7. You have reviewed your early literacy programs to identify areas of alignment with Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers (K-5) and the applicant's work will align with the definitions included in the Early Literacy Success Initiative.

Guarantee of assurance 7: True

8. Your literacy assessments, tools, curricula and digital resources are culturally responsive, research-aligned, and reflected in the inventory, including formative and diagnostic tools.

Guarantee of assurance 8: True

9. You will provide professional development and coaching in research-aligned literacy strategies to teachers and administrators in early elementary grades to improve early literacy instruction.

Guarantee of assurance 9: True

10. You will provide extended learning programs that use research-aligned literacy strategies to students in early elementary grades by licensed teachers or by qualified tutors.

Guarantee of assurance 10: True

11. You will provide high-dosage tutoring to students in early elementary grades that integrates reading and writing and that is delivered by a qualified tutor using developmentally appropriate practices.

Guarantee of assurance 11: True

12. For the purposes of prioritizing Early Literacy funds, we have used multiple sources of data, including but not limited to state Language Arts summative assessment data and, for

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eligible applicants who serve English Language Learners, English Language Proficiency Assessment data

Guarantee of assurance 12: True

13. You have a student growth assessment for literacy that produces data that can be disaggregated by focal student group.

Guarantee of assurance 13: True

14. If literacy funds are used to are used to hire specialists, interventionists, or coaches, they have a literacy-focused licensure endorsement, have advanced training or certification in “research-aligned literacy strategies” and “the science of reading and writing”, and their primary role and responsibilities include direct support of students and/or educators.

Guarantee of assurance 14: True

15. You have a plan that supports transition between early childhood education and local elementary school programs, elementary to middle grades, middle grades to high school, and high school to postsecondary education and/or workforce.

Guarantee of assurance 15: True

16. You have engaged with the focal populations of your school community, including students, families, and school staff (both licensed and classified), and you have evidence of your engagement efforts on record.

Guarantee of assurance 16: True

Website: <https://www.daytonk12.org/important-notice>