

Social Emotional Learning

RUSD

August 19, 2025



RUSD Vision & Mission

Each student will be challenged and inspired to reach their fullest intellectual, social-emotional and creative potential to positively impact the world.

Each RUSD student will receive the support and opportunity to develop the skills to be a:



Motivated Learner Committed to Academic Excellence



Creative Problem Solver



Effective Communicator



Engaged Citizen



Balanced Individual / Best Self



Connection to Goals



Strategic Plan



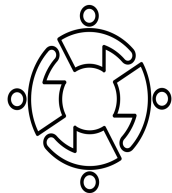
Pillar 1 - Academic Excellence



Pillar 2 - Social & Emotional Learning



Pillar 3 - Staff



Pillar 4 - Community & Families

LCAP



Goal #1: Each student will demonstrate proficiency and individual annual growth in core academic content areas.

Goal #2: Support the development of each student's social and emotional well-being in order to establish a community that promotes inclusion, prioritizes equity, and celebrates the benefits of the diversity of all members.

RUSD Statement of Diversity & Inclusion

The Reed Union School District community is committed to creating and sustaining an [inclusive](#), [equitable](#) and respectful environment in which each person has a sense of belonging and is provided the support to [thrive](#).

The Reed Union School District community believes that valuing visible and invisible [diversity](#) is essential for an inclusive teaching and learning environment that fosters educational excellence for all.



Social Emotional Learning

PreK - 8

Reed Elementary

	Main Program	Activities	Student Outcomes	Dates
PK	Kimochis	1. Kimochis Lessons 2. Schoolwide Community Time SEL Lessons	Understand and use Keys to Communication Develop Feelings/emotional Vocabulary Understand Character Traits	1. Ongoing 2. Weekly
K	Kimochis Second Step	1. Kimochis Lessons 2. Schoolwide Community Time SEL Lessons 3. Anti Bullying Lessons	Understand and use Keys to Communication Develop Feelings/emotional Vocabulary Understand Character Traits Differentiate/identify bullying & conflict	1. Ongoing 2. Weekly 3. Entire Unit 2x a year

Reed Elementary

	Main Program	Activities	Student Outcomes	Dates
1st	Kimochis Second Step	1. Kimochis Lessons 2. Schoolwide Community Time SEL Lessons 3. Anti Bullying Lessons	Understand and use Keys to Communication Develop Feelings/emotional Vocabulary Understand Character Traits Differentiate/identify bullying & conflict	1. Ongoing 2. Weekly 3 Entire Unit 2x a year
2nd	Kimochis Second Step	1. Kimochis Lessons 2. Community Time SEL Lessons 3. Anti Bullying Lessons	Understand and use Keys to Communication Develop Feelings/emotional Vocabulary Understand Character Traits Differentiate/identify bullying & conflict	1. Ongoing 2. Weekly 3 Entire Unit 2x a year

Bel Aire Elementary

	Main Program	Activities	Student Outcomes	Dates
3rd	Responsive Classroom/ Second Step *Other Bel Aire SEL programs: Student Council, Green Team, Junior Coaches	1. Monday Morning Meetings - whole school 2. Morning SEL time daily 8:00-8:25 3. Second Step Lessons 4. Wednesday Read-Alouds	Review core school values, increase connection and belonging Intentional class/teacher connectedness, set positive tone for the learning Increased capacity for empathy, conflict resolution, other SEL competencies Foster classroom/school community	1. MMM - Weekly 2. Morning Meetings - Daily 3. Second Step - Monthly

Bel Aire Elementary

	Main Program	Activities	Student Outcomes	Dates
4th	Second Step Mosaic *Other Bel Aire SEL programs: Student Council, Green Team, Junior Coaches	1. Monday Morning Meetings - whole school 2. Second Step Lessons 3. Mosaic Outdoor Education Project	Review core school values, increase connection and belonging Promote mutual respect, open-mindedness, self-respect, assertiveness, individuality, community Increased capacity for empathy, conflict resolution, other SEL competencies	1. MMM - weekly 2. Second Step - Monthly 3. Mosaic - one week/year with varied pre and post implementation based on teacher

Bel Aire Elementary

	Main Program	Activities	Student Outcomes	Dates
5th	Second Step *Other Bel Aire SEL programs: Student Council, Green Team, Junior Coaches	1. Monday Morning Meetings - whole school 2. Second Step Lessons 3. Mosaic Lessons	1. Review core school values, increase connection/belonging 2. Increased capacity for empathy, conflict resolution, other SEL competencies 3. Promote mutual respect, open-mindedness, self-respect, assertiveness, individuality, community	1. Weekly 2. Monthly 3. Varied - depends on teacher

Del Mar Middle School

	Main Program	Activities	Student Outcomes	Dates
6th	Advisory (Integrity) Other activities include: WEB, Student Recognition, TUPE, Service Learning, Redwood SLAM, No One Eats Alone and Kindness Week, Social Justice Activities	Ice Cream Social (Run by WEB Leaders) Community building activities Goal Setting WEB Advisory Support	Community building activity Get to know Advisory students better. Make closer connections to students in their advisory Students assess their Habits of Learning and set goals Providing tutoring and executive functioning support every Wednesday.	- September - September / October / January / February - November / March - August/ June

Del Mar Middle School

	Main Program	Activities	Student Outcomes	Dates
7th	Advisory (Respect) Other activities include: Signs of Suicide, Student Recognition, TUPE, Service Learning, Redwood SLAM, No One Eats Alone and Kindness Week, Social Justice Activities	- Goal Setting - Community Building -Soul Shoppe Follow-up	- Students set two academic goals and one personal goal - Prepare for Weekly Rec Challenges, team building through games and art -Processing community-building from Soul Shoppe	- September / March / June - All Year -January

Del Mar Middle School

	Main Program	Activities	Student Outcomes	Dates
8th	Advisory (Courage)	Goal Setting Circles WEB Leaders Challenge Day follow-up	-Students assess one Habits of Learning, two academic, and one personal goals Framed conversation to build upon Challenge Day Leaders to help bring on our 6th grade students Challenge Day processing and "re-commitment"	- September - November - All year - All year -Week after Challenge Day and January, TBD

Del Mar Middle School

	Main Program	Activities	Student Outcomes	Dates
8th	Challenge Day Other activities include: Leadership, WEB leaders, Student Recognition, TUPE, Service Learning, Redwood SLAM, No One Eats Alone and Kindness Week, Social Issues Project	- Experiential social and emotional learning program that offers students the opportunity to ignite a shift toward greater school connectedness, empathy, and inclusivity	- The program goes beyond traditional anti-bullying efforts, building empathy and inspiring a school-wide movement of compassion and positive change.	- October

Current Data Sources

Individual Data

Attendance

Grades

State (CAASPP) & Local (MAP) Assessments

Behavioral Referrals/Discipline

Group / Aggregate Data

State (CAASPP) & Local (MAP) Assessments

California Healthy Kids Survey (CHKS)

Youth Truth

Current Staffing

Reed

.6 FTE School Psychologist

.5 FTE School Counselor/Social Worker

Bel Aire*

.6 FTE School Psychologist

.5 FTE School Counselor/Social Worker

Del Mar*

1.0 FTE School Psychologist

RUSD

1.0 FTE School Nurse

*Potential Counseling Intern 2025/26 SY

BEL AIRE ELEMENTARY

STUDENT SURVEY RESULTS

STUDENT SURVEY 24-25	Overall	Change Since 23-24	Socio Economically Disadvantaged	Students with Disabilities	Hispanic	Multi Racial	Asian
Engagement	69%	+17%	75%	73%	90%	47%	99%
Academic Challenge	18%	-25%	18%	18%	80%	10%	55%
Instructional Methods	45%	+6%	52%	47%	84%	78%	46%
Culture	92%	+7%	93%	90%	84%	94%	91%
Belonging	81%	-12%	83%	82%	87%	77%	94%
Relationships	75%	-12%	76%	80%	87%	83%	63%

BEL AIRE ELEMENTARY

STUDENT SURVEY RESULTS

STUDENT SURVEY 24-25	Overall	Boys	Girls	3rd Grade	4th Grade	5th Grade
Engagement	69%	75%	68%	27%	67%	94%
Academic Challenge	18%	8%	43%	19%	27%	13%
Instructional Methods	45%	28%	70%	9%	24%	93%
Culture	92%	96%	86%	93%	94%	89%
Belonging	81%	89%	72%	87%	81%	73%
Relationships	75%	56%	87%	74%	50%	93%

DEL MAR MIDDLE

STUDENT SURVEY RESULTS

STUDENT SURVEY 24-25	Overall	Change Since 23-24	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Multi Racial	Asian
Engagement	67%	-3%	67%	69%	90%	25%	86%	94%
Academic Challenge	77%	+1%	77%	86%	80%	35%	66%	90%
Culture	87%	+7%	87%	96%	84%	73%	89%	82%
Belonging & Peer Collaboration	96%	+4%	97%	98%	87%	89%	94%	81%
Relationships	84%	+13%	85%	92%	87%	83%	90%	81%
Inclusion	94%	+14%	95%	98%	96%	54%	96%	56%

DEL MAR MIDDLE

STUDENT SURVEY RESULTS

STUDENT SURVEY 24-25	Overall	Boys	Girls	Gender - Prefer to self describe	6th Grade	7th Grade	8th Grade
Engagement	67%	71%	79%	0%	83%	75%	31%
Academic Challenge	77%	83%	83%	11%	86%	78%	60%
Culture	87%	90%	96%	26%	93%	88%	73%
Belonging & Peer Collaboration	96%	97%	96%	69%	97%	97%	90%
Relationships	84%	86%	86%	81%	88%	86%	73%
Inclusion	94%	93%	97%	40%	96%	94%	94%

REED ELEMENTARY

STAFF SURVEY RESULTS

STAFF SURVEY 24-25	Overall	Change Since 23-24
Engagement	89%	-4%
Culture	88%	-5%
Relationships	87%	+2%
School Safety	89%	-4%
Professional Development	90%	-5%
DEI	83%	+13%

BEL AIRE ELEMENTARY

STAFF SURVEY RESULTS

STAFF SURVEY 24-25	Overall	Change Since 23-24
Engagement	86%	+6%
Culture	77%	+25%
Relationships	78%	+8%
School Safety	94%	+15%
Professional Development	79%	-9%
DEI	98%	+6%

DEL MAR MIDDLE

STAFF SURVEY RESULTS

STAFF SURVEY 24-25	Overall	Change Since 23-24
Engagement	83%	-1%
Culture	95%	+5%
Relationships	83%	+3%
School Safety	90%	+10%
Professional Development	86%	-3%
DEI	90%	+14%

REED ELEMENTARY

FAMILY SURVEY RESULTS

FAMILY SURVEY 24-25	Overall	Change Since 23-24	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Asian
Engagement	82%	+20%	N/A	92%	99%	99%	42%
Culture	93%	+4%	N/A	97%	99%	100%	59%
Relationships	79%	+18%	N/A	92%	99%	87%	74%
School Safety	93%	+14%	N/A	96%	99%	93%	28%
Communication & Feedback	42%	+34%	N/A	53%	69%	20%	29%
Resources	95%	+3%	N/A	97%	98%	97%	55%
DEI	61%	+6%	N/A	60%	98%	83%	36%

BEL AIRE ELEMENTARY

FAMILY SURVEY RESULTS

FAMILY SURVEY 24-25	Overall	Change Since 23-24	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Asian
Engagement	67%	+6%	N/A	87%	84%	95%	88%
Culture	82%	+7%	N/A	98%	98%	95%	92%
Relationships	84%	+12%	N/A	92%	92%	91%	90%
School Safety	70%	+9%	N/A	94%	95%	86%	90%
Communication & Feedback	60%	+14%	N/A	58%	67%	64%	93%
Resources	92%	+2%	N/A	98%	99%	96%	92%
DEI	52%	+6%	N/A	70%	70%	81%	28%

DEL MAR MIDDLE

FAMILY SURVEY RESULTS

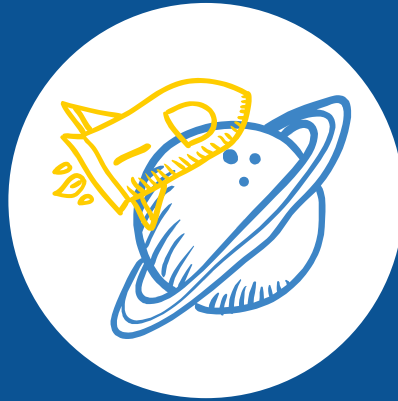
FAMILY SURVEY 24-25	Overall	Change Since 23-24	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Asian
Engagement	74%	+2%	N/A	87%	84%	53%	90%
Culture	95%	+13%	N/A	98%	98%	70%	100%
Relationships	84%	+1%	N/A	92%	92%	69%	94%
School Safety	92%	+3%	N/A	94%	95%	47%	97%
Communication & Feedback	59%	+17%	N/A	58%	67%	57%	86%
Resources	94%	+7%	N/A	98%	99%	96%	99%
DEI	77%	+10%	N/A	96%	89%	37%	94%

Next Steps

- ❑ SEL Curriculum Pilot - Bel Aire
- ❑ Mosaic Committee
 - ❑ Stakeholder input and review
- ❑ Belonging & Wellness District Committee
 - ❑ Task force providing input on SEL programming/resources and alignment to Vision of RUSD graduate

Key Takeaways

- ❑ Inclusion in RUSD mission/vision, Strategic Plan and LCAP
- ❑ Strong commitment across all stakeholder groups to develop the whole child
- ❑ Many strong existing programs
- ❑ Data contains strengths and areas for growth
- ❑ Sites continue focus on evaluating/identifying appropriate curriculum and activities
- ❑ Sites continue to evaluate integration of and consistency of implementation of SEL PK-8
- ❑ 2 committees planned



Thank You

Any questions?