



RUSD Strategic Plan & 2025 - 26 Vertically-Aligned Goals

Our Mission



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

Graduate Vision

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

1. Motivated learner committed to academic excellence
2. Creative problem solver
3. Effective communicator
4. Engaged citizen
5. Balanced individual / best self



RUSD Statement of Diversity & Inclusion



We are 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. We believe that valuing visible and invisible diversity is essential for an inclusive teaching and learning environment that fosters educational excellence for all.

	Pillar #1: Academic Excellence - Integration / Experiential Learning - Differentiated Learning - Comprehensive Review of Enrichment Programs	Pillar #2: Social Emotional Learning - Whole Child Health & Wellness - Inclusion, Belonging, and Kindness - Food Service and Student Nutrition	Pillar #3: Staff Recruit / Develop / Retain the Best Staff	Pillar #4: Community & Families - Family Partnership with Student Progress - Community as a Resource	Pillar #5: Facilities & Infrastructure - Modernized Facilities - Data and Technology Management Plan	Pillar #6: Finance - Long-Term Financial Stability - Real Property Asset Analysis
Data Sources	- CAASPP - MAP - ELPAC	- State Dashboard for Absenteeism - YouthTruth (engagement, safety, belonging, relationships, culture) - Student Leadership - Food Service Participation	- Teacher Assignments - YouthTruth (staff culture)	YouthTruth (family communication and feedback, and participation)	- Facility - Plans - Surveys	- Budget - Reserve Levels - Policy
RUSD SMART Goals	CAASPP ELA. In the 24-25 school year, 81% of 3rd-8th grade students met or exceeded English Language Arts standard on CAASPP. For the 25-26 school year, the goal is for 82% or more of those students to meet or exceed the standard for ELA. CAASPP Math. In the 24-25 school year, 79% of 3rd-8th grade students met or exceeded the Math standard on CAASPP. For the 25-26 school year, the goal is for 80% of those students to meet or exceed the standard for Math. CAASPP Science. In the 24-25 school year, 68% of 5th grade and 8th grade students met or exceeded the Science standard on CAASPP. For the 25-26 school year, the goal is for 72% of 5th and 8th students to meet or exceed the standard for Science. CAASPP SED. In the 23-24 school year, 3 SED students advanced at least one level on the ELA CAASPP while 2 students decreased one level on the ELA CAASPP. For the 24-25 school year, the goal is for 5 SED students to advance at least one level on the ELA CAASPP and none to decrease one level on the ELA CAASPP. In the 23-24 school year, 2 SED students advanced at least one level on the Math CAASPP while 3 students decreased one level on the Math CAASPP. For the 24-25 school year, the goal is for 5 SED students to advance at least one level on the ELA CAASPP and none to decrease one level on the ELA CAASPP. MAP ELA. Spring 2025 MAP scores (K-8th grades) showed that the median percentile for achievement in Reading was 78 and the median percentile for Fall-Spring growth in Reading was 61. By Spring 2026, the goal is to increase achievement to 80 and growth to 64. MAP MATH. Spring 2025 MAP scores (K-8th) showed that the median percentile for achievement in Math was 78 and the median percentile for Fall-Spring growth in Math was 58. By Spring 2026, the goal is to increase achievement to 80 and growth to 62. ENGLISH LANGUAGE LEARNER. In 2023, 61% of ELLs made progress toward proficiency on the ELPAC. In 24-25, the goal is for 65% of ELLs to make progress toward proficiency on ELPAC.	Chronic Absenteeism. On the 2024 State Dashboard, 9.6% of PK-8th grade students were chronically absent. On the 2025 State Dashboard, the goal is to have only 8% of PK-8th grade students chronically absent. Engagement - Students. In the 2024-25 YouthTruth survey, 69% of students at Bel Aire and 67% of students at Del Mar reported positive engagement (percent positive) in their educational experience. For the 2025-26 administration of the Youth Truth survey, the goal is to have 75% of students at both Bel Aire and Del Mar report positive engagement within their school day. Safety - Staff. In the 2024-25 YouthTruth survey, 89% of staff at Reed, 94% of staff at Bel Aire and 90% of staff at Del Mar reported positive school safety (percent positive) on their campus. For the 2025-26 administration of the Youth Truth survey, the goal is to have 95% of staff to report satisfaction with school safety (percent positive). Safety - Families. In the 2023-24 YouthTruth survey, 93% of families at Reed, 70% of families at Bel Aire and 92% of families at Del Mar reported satisfaction with school safety (percent positive) at their children's school. For the 2025-26 administration of the Youth Truth survey, the goal is to have 95% of families at all sites report satisfaction with school safety at their children's school. Belonging (Belonging, Relationships, Inclusion & Culture - Students). In the Fall of 2024 YouthTruth survey, the following percentage of Middle School students reported satisfaction in areas of belonging and culture: Belonging - 96%. Relationships - 84%. Culture - 87%. For the 2025-26 administration of the Youth Truth survey, the goal is for the following percentage of Middle School students to report satisfaction in the areas of belonging, inclusion and culture: Belonging - 97%. Relationships - 88%. Inclusion - 95%. Culture - 90%. In the Fall of 2024 YouthTruth survey, the following percentage of Elementary students reported satisfaction in areas of belonging, relationships and culture: Belonging - 81%. Relationships - 84%. Culture - 92%. For the 2025-26 administration of the Youth Truth survey, the goal is for the following percentage of Elementary students to report satisfaction in the areas of belonging, relationships and culture: Belonging - 86%. Relationships - 80%. Culture - 95% Student Leadership Opportunities. At the end of the 24–25 school year, 65% of Bel Aire students and 50% of Del Mar students were involved in a student leadership opportunity. For 25-26, the goal is for 70% and 55% of students to have leadership opportunities. Student Participation Rates in Food Services. In the 24-25 school year, the average student participation rate in the food services program was approximately 11% for breakfast and 21% for lunch. For the 25-26 school year, the goal is to double the average participation to 22% for breakfast and 42% for lunch.	Teacher Miss-Assignments. In the 22-23 school year, there were 8 misaligned teacher assignments out of 79, which is 10%. In the 23-24 school year, 0 teacher assignments out of 84 were misaligned, which is 0%. The goal is to keep the mis-assignments at 0%. Youth Truth - Staff Culture. In the 2024-2025 Youth Truth Survey, 88% of Reed staff, 77% of Bel Aire staff and 95% of Del Mar staff reported satisfaction (percent positive) with the culture at their schools. For the 25-26 administration of the Youth Truth Survey, the goal is for 90% of Reed staff 85% of Bel Aire and 96% of Del Mar staff to report satisfaction (percent positive) with their school's culture.	YouthTruth Communication. In the 2024-25 Youth Truth survey, 42% of Reed families, 60% of Bel Aire families and 59% of Del Mar families reported satisfaction (percent positive) with communication and feedback received about their child from their school. For the 2025-26 administration of the Youth Truth Survey, the goal is for 50% of Reed families, 65% of Bel Aire and 65% of Del Mar families to report satisfaction (percent positive) with communication and feedback received from their children's school. YouthTruth Family Participation. In the 2024-25 YouthTruth survey, 35% of Reed families, 56% of Bel Aire Families and 52% of Del Mar families completed the annual climate survey. For the 2025-26 administration of the YouthTruth survey, the goal iso or 40% of Reed families, 60% of Bel Aire and 57% of Del Mar families to complete the survey.	Student Information System Review. By March 2026, the District's Technology Committee will evaluate, select, and plan for the implementation of a student information system (SIS) that efficiently integrates with existing critical platforms. A survey will be administered to evaluate ease of use. Data Management System Adoption. By February 2026, IT & Ed. Services will work collaboratively with a variety of stakeholders to thoroughly analyze and recommend a new district-wide data management system. This system must demonstrably enhance ease of use for all stakeholders (including teachers, administrators, and parents) and provide robust capabilities for informing data-driven decision-making through integrated reporting and analytics. The ultimate goal is to streamline data access and improve the effectiveness of instructional and operational strategies across the district. Enhanced ease of use and effectiveness to be measured via stakeholder surveys before and after implementation. Communication Tool Analysis. By April 2026, the District's IT department will collectively research, evaluate, and recommend a single communication tool that demonstrably enhances information dissemination and stakeholder engagement across all school sites and the district. The selection criteria will be created, and information streamlined to reach 100% of staff and households. A post-implementation satisfaction survey will measure improved communication and ease of use. The goal is to establish a more effective, highly utilized and cohesive communication ecosystem that supports timely and transparent information sharing district-wide. Artificial Intelligence. By the end of the school year, the AI Task Force will conduct three stakeholder meetings, resulting in a unified vision for AI integration in the district. Key deliverables include: a draft vision statement, a set of ethical and safety guidelines for staff and student use, and a written plan for new AI tool evaluation and adoption.	Bond Feasibility Survey. By December 2025, the district will successfully conduct a comprehensive bond feasibility survey, securing sufficient statistically relevant results (e.g., a minimum of 1,000 completed responses with a +/- 3% margin of error at a 95% confidence level). This survey will precisely determine the community's support threshold for a general obligation bond amount and identify specific project types that garner at least 60% community backing. Budget and Reserves. The District's operating budget for fiscal year 2025–26 is \$33.15 million, with a projected year-end unrestricted reserve of 33.5%. Based on current projections, operating expenditures are expected to rise to \$34.46 million in FY 2026–27 (with reserves declining to 27%), and to \$35.22 million in FY 2027–28 (with reserves further decreasing to 21.5%). The District will collaborate with its Budget Advisory Committee o develop a three-year plan for achieving a balanced budget to be presented to the board.

EQUITY ~ SAFETY ~ INNOVATION