

Youth Truth

Action Planning

May 12, 2026



RUSD Sites Reflect and Respond to 25-26 Youth Truth Data

Site teams review and reflect on data and develop strategies to address areas of concern moving into the 2026-27 School Year

RUSD Staff engaged in thoughtful review and analysis of 2025-26 Youth Truth Data

Staff developed site specific actions to address areas of concern:

- Academic Challenge & Engagement (Bel Aire & Del Mar)
- Communication & Feedback (Reed & Bel Aire)
- Professional Development (Reed & Bel Aire)

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



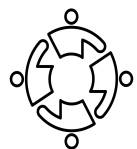
Pillar 1 - Academic Excellence



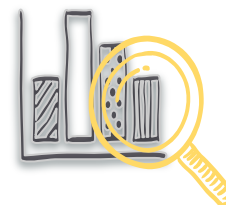
Pillar 2 - Social & Emotional Learning



Pillar 3 - Staff



Pillar 4 - Community & Families



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.



Process and Reflections

- ▣ Review of Youth Truth survey data to inform progress towards Administrator annual goals
- ▣ Review data with district Admin Team
- ▣ GLC Review—two separate meetings; one re: Staff Data and one re: Family Data
- ▣ Review data at Staff Meeting—focus on 3 top areas for growth



Action Plan

Family Engagement

- ▣ Schedule trimesterly “principal chats” for 2026-2027 school year for families to connect and engage.
- ▣ Parent Square platform includes a school-wide calendar which will increase visibility of school, foundation and PTA events and volunteer opportunities
- ▣ Plan a RUSD Orientation for PreK and incoming Reed families for Spring of 2026

Feedback and Communication

- ▣ Follow up survey questions to uncover what type or form of feedback about child’s progress families are looking for.
- ▣ Streamline “red folder” usage in all grades; include “Where to learn about what/how my child is doing?” guidance in Back to School night presentations, website and in teacher newsletters.
- ▣ Promotion of Family Guides at Back to School Night
- ▣ Future revision of Report Card

Resources

- Follow up survey questions to uncover more about family responses to: “My child’s school sets high expectations for students.”
- Include specific slides at Back to School night to demonstrate differentiation and extension in each core subject area.
- Continue to build MTSS structures; leverage new math curriculum and provide structured Wednesday meeting time for teachers to differentiate and plan out units.
- Implement Wellness/Belonging Action Plan–Create school wide scope and sequence of SEL program.
- Establish and communicate with families as part of staff SEL focus: clear, school-wide behavioral and procedural expectations for all campus settings



Process and Reflections

Process: Site leadership review of student, staff, and family survey results in three GLC Meetings

- -Full staff review of student survey questions and student survey results in two separate staff meetings
- -Grade level and specialist team SWOT analysis of student survey results
- -Staff Action planning in response to targeted areas:
1. Academic Challenge 2.
Team selected area

Reflection: Staff had questions about survey question language and how to support 8 year olds in filling out survey

Action Plan

3rd Grade: Internal follow up survey to target interests for Academic Challenge question “Do you learn interesting things in school?”

- -School jobs for 3rd graders
- -3rd grade students on BATV show
- -Weekly 3rd grade presentations at BA Best Community Time
- -3rd Grade School Improvement project

4th Grade: Use of academic language and vocabulary to communicate levels of challenge to students and families

- -Address belonging with new daily greetings (eg handshake) in each class

5th Grade: Host a beginning-of-year assembly to teach expected behaviors in shared spaces

- -5th/3rd Regular Buddy Lunch
- -Additional Guiding Questions for curricular units
- -Require students to explain thinking behind answers
- -Offer choices for scaffolds and supports rather than a one-size-fits-all graphic organizer or planner

School-Wide:

- -New SEL Curriculum focused on inclusion, belonging, kindness
- -Bear Family Constitution Pledge
- -Mixed recess challenge games
- SEL signage
- -WIN Articulation for grade levels
- - Empathy Interviews, Student Listening or Focus Groups



Process

Student Survey:

- 1) Administrative Team Overview
 - 2) Grade Level Coordinators (GLC) analysis
 - 3) Staff Meeting / Grade Level Team (GLT) analysis
- ❖ Each group became experts in an area and came up with potential solutions / action steps

Family / Staff Survey:

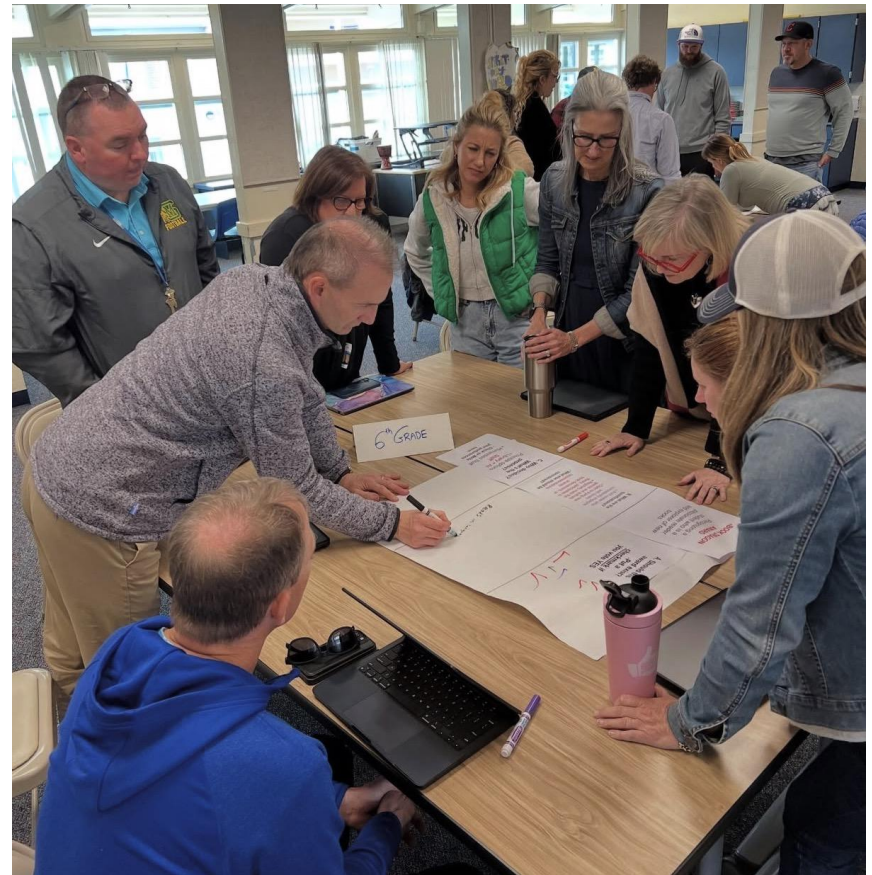
- 1) Administrative Team Overview / Action Steps
- 2) Share-Out to Staff



Reflections

Student Survey:

- Engagement & Academic Challenge: there are some gaps in the areas of “relevance,” “focus,” “enjoyment of school work,” and other in academic areas.
- Culture: treating others with respect.
- Relationships: finding people to go to when feeling stressed, etc.



Action Plan

Student Survey:

- Gain a better understanding of how the students interpret the questions and where we need to go (spring & fall 2026):
 - Sam Drazin focus groups
 - Grade level specific surveys
- Initial plans in grade levels (spring & fall 2026)
 - Example: Students connect to a “trusted adult”
 - Set goals during Advisory
- Work with new school counselor, and others leaders on Wellness/Belonging action steps aligned to Youth Truth gaps (2026-27)
- Revise behavior restorative matrix

Staff Survey:

- Focus survey w/ staff

Professional Development (2026-27):

- Instructional practices aligned to our gap areas
- Department teams create goals for focus areas aligned to PD
- Instructional Rounds aligned to goals
- Grade Level Teams also create focus areas
- Continued focus on cross-curricular integration and Project Based Learning
- Engage in “screen time” discussion / learning sessions

Family Survey:

- Continued focus on feedback



Thank You

Any questions?

APPENDIX

	CAASPP	PIAA	ELLAC	Truth	Absenteeism
Frequency	Spring	Fall Winter Spring	Fall - Initial Spring - Summative	One time per year Self-selected November	One time per year (Reported on State Dashboard)
Subject Areas	English/LA Math Science (5th & 8th) Suspension	Math Reading Science (6th-8th)	English Language Development	Engagement, relationships, academic challenge, culture, belonging, safety	Chronic Absenteeism
Cross- Comparisons	State County District (Public facing)	National norms (Local)	State County District (Public facing)	National State (Local)	State County District (Public facing)
Data Format	Raw Scale Score 1-4 Ranking % Met or Exceeding Criterion-refere nced *New - Growth Data*	Raw RIT Score Percentile Ranking Percentile Bands Growth percentile and projections Norm-referenc ed	Raw Scale Score 1-4 Ranking (Minimally developed to well developed) % Proficient	Percentile charts (broken down by demographic groups) Percent Positives	% of students chronically absent Performance level
	All (3rd - 8th) Race	All (K-8th) Race	ELL	All (3rd-8th students, families &	All Race

What were the core themes of the surveys?

STUDENT

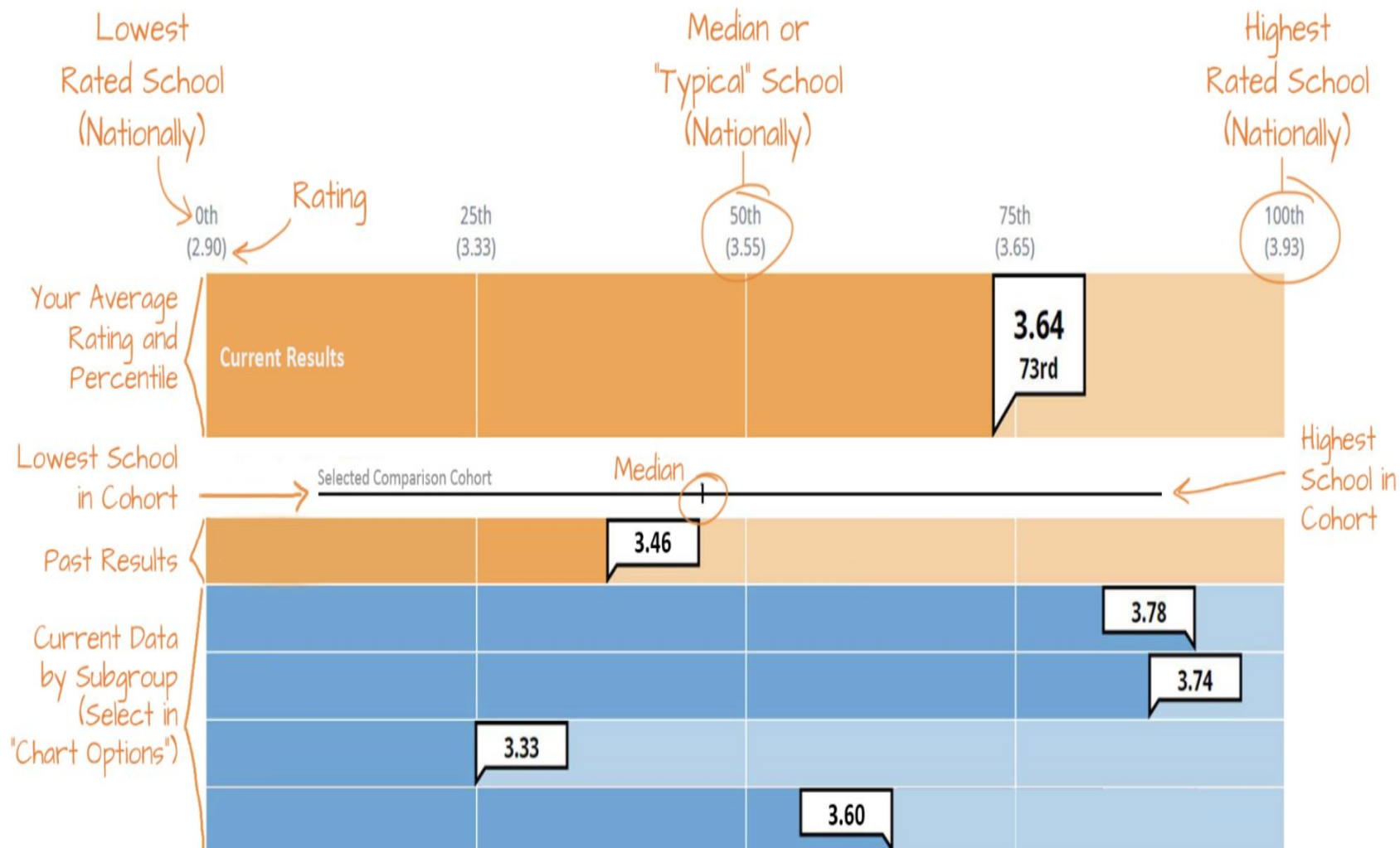
- ✓ Engagement
- ✓ Culture
- ✓ Relationships
- ✓ Academic Challenge
- ✓ Health & Well-Being
- ✓ Belonging & Peer Collaboration

FAMILY

- ✓ Engagement
- ✓ Culture
- ✓ Relationships
- ✓ Communication & Feedback
- ✓ School Safety
- ✓ Resources

STAFF

- ✓ Engagement
- ✓ Culture
- ✓ Relationships
- ✓ Professional Development & Support



Youth Truth Participation

Students

- BA - 323 (97%)
- DM - 337 (96%)

Staff

- RD - 54 (100%)
- BA - 37 (95%)
- DM - 45 (100%)

Families

- Reed - 122(38%)
- BA - 180(61%)
- DM - 148 (48%)



REED ELEMENTARY

FAMILY SURVEY RESULTS

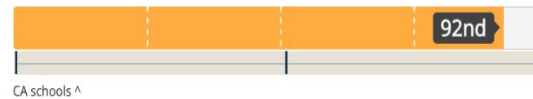
Engagement

3.96



Culture

4.36



Relationships

4.47



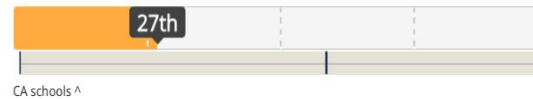
School Safety

4.22



Communication & Feedback

3.82



Resources

4.12



REED ELEMENTARY

FAMILY SURVEY RESULTS

FAMILY SURVEY 25-26	Overall	Change Since 24-25	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Asian
Engagement	79%	+3%	n/a	91%	92%	n/a	97%
Culture	92%	-1%	n/a	97%	96%	n/a	99%
Relationships	90%	+11%	n/a	97%	98%	n/a	99%
School Safety	93%	0%	n/a	97%	86%	n/a	92%
Communication & Feedback	27%	-15%	n/a	35%	68%	n/a	98%
Resources	80%	-15%	n/a	87%	86%	n/a	90%
DEI	68%	+7%	n/a	98%	73%	n/a	52%

REED ELEMENTARY

STAFF SURVEY RESULTS

Engagement

4.31



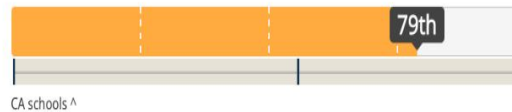
Culture

4.16



Relationships

4.30



School Safety

4.27



Professional Development & Support

3.92



REED ELEMENTARY

STAFF SURVEY RESULTS

STAFF SURVEY 25-26	Overall	Change Since 24-25
Engagement	82%	-7%
Culture	82%	-5%
Relationships	79%	-8%
School Safety	85%	-4%
Professional Development	70%	-20%
DEI	61%	-22%



BEL AIRE ELEMENTARY

STUDENT SURVEY RESULTS

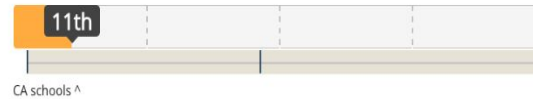
Engagement

2.81



Academic Challenge

2.28



Instructional Methods

2.57



Culture

2.30



Belonging\$

2.47



Relationships

2.73



BEL AIRE ELEMENTARY

STUDENT SURVEY RESULTS

STUDENT SURVEY 25-26	Overall	Change Since 24-25	Socio Economically Disadvantaged	Students with Disabilities	Hispanic	Multi Racial	Asian
Engagement	57%	-12%	64%	96%	48%	44%	44%
Academic Challenge	11%	-7%	13%	37%	24%	7%	7%
Instructional Methods	62%	+17%	66%	68%	50%	17%	87%
Culture	80%	-12%	81%	86%	84%	64%	66%
Belonging	82%	+1%	84%	81%	76%	59%	79%
Relationships	72%	-3%	80%	81%	71%	49%	70%

BEL AIRE ELEMENTARY

STUDENT SURVEY RESULTS

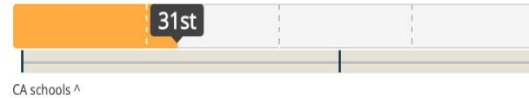
STUDENT SURVEY 25-26	Overall	Boys	Girls	3rd Grade	4th Grade	5th Grade
Engagement	57%	51%	62%	18%	41%	97%
Academic Challenge	11%	4%	21%	9%	6%	24%
Instructional Methods	62%	44%	78%	10%	41%	98%
Culture	80%	85%	80%	80%	69%	86%
Belonging	82%	89%	82%	68%	79%	91%
Relationships	72%	60%	83%	36%	63%	96%

BEL AIRE ELEMENTARY

FAMILY SURVEY RESULTS

Engagement

3.61



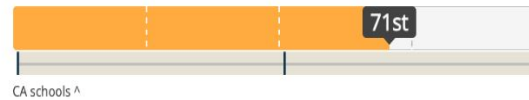
Culture

4.08



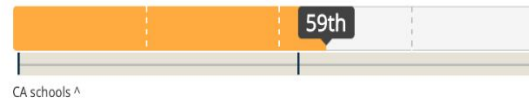
Relationships

4.36



School Safety

3.94



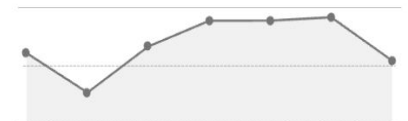
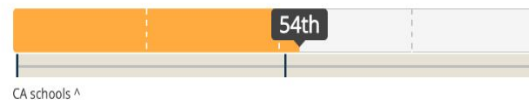
Communication & Feedback

3.88



Resources

3.92



BEL AIRE ELEMENTARY

FAMILY SURVEY RESULTS

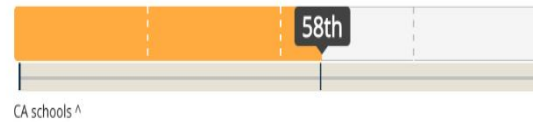
FAMILY SURVEY 25-26	Overall	Change Since 24-25	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Asian	Middle Eastern	Multi Racial
Engagement	31%	-36%	n/a	48%	21%	3%	47%	50%	10%
Culture	53%	-29%	n/a	66%	33%	21%	45%	62%	24%
Relationships	71%	-13%	n/a	81%	48%	8%	68%	95%	92%
School Safety	59%	-11%	n/a	34%	68%	24%	65%	92%	92%
Communication & Feedback	33%	-27%	n/a	40%	25%	19%	39%	6%	3%
Resources	54%	-38%	n/a	51%	32%	17%	50%	66%	33%
DEI	57%	+5%	n/a	70%	55%	23%	25%	9 2%	52%

BEL AIRE ELEMENTARY

STAFF SURVEY RESULTS

Engagement

4.14



Culture

3.80



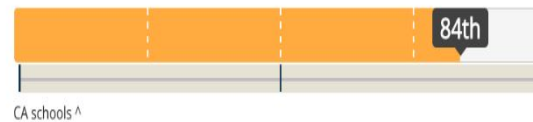
Relationships

4.09



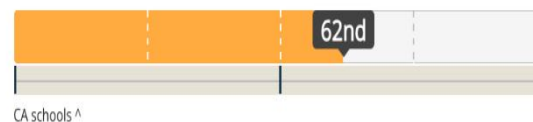
School Safety

4.27



Professional Development & Support

3.84



BEL AIRE ELEMENTARY

STAFF SURVEY RESULTS

STAFF SURVEY 25-26	Overall	Change Since 24-25
Engagement	58%	-28%
Culture	45%	-32%
Relationships	47%	-31%
School Safety	84%	-10%
Professional Development	62%	-17%
DEI	91%	-7%



DEL MAR MIDDLE

STUDENT SURVEY RESULTS

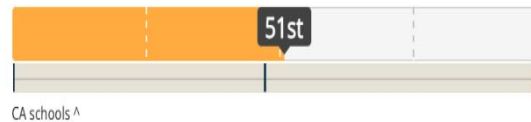
Engagement

3.32



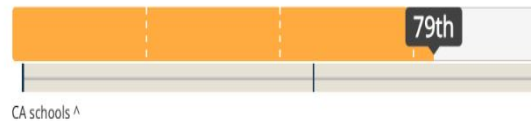
Academic Challenge

3.68



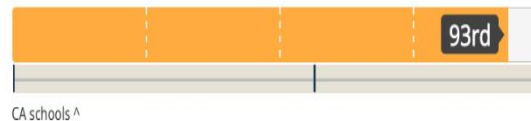
Culture

3.50



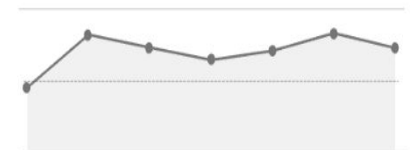
Belonging & Peer Collaboration

3.69



Relationships

3.59



DEL MAR MIDDLE

STUDENT SURVEY RESULTS

STUDENT SURVEY 25-26	Overall	Change Since 24-25	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Multi Racial	Asian	Black
Engagement	44%	-23%	68%	61%	28%	27%	49%	74%	47%
Academic Challenge	51%	-26%	17%	36%	22%	53%	53%	78%	54%
Culture	79%	-8%	92%	91%	62%	81%	73%	81%	92%
Belonging & Peer Collaboration	93%	0%	68%	87%	64%	86%	92%	84%	n/a
Relationships	73%	-11%	83%	88%	71%	66%	70%	95%	91%
Inclusion	91%	-3%	93%	93%	80%	35%	93%	95%	13%

DEL MAR MIDDLE

STUDENT SURVEY RESULTS

STUDENT SURVEY 25-26	Overall	Boys	Girls	Gender - Prefer to self describe	6th Grade	7th Grade	8th Grade
Engagement	44%	48%	48%	n/a	73%	16%	43%
Academic Challenge	51%	68%	44%	n/a	70%	24%	58%
Culture	79%	83%	80%	n/a	90%	60%	83%
Belonging & Peer Collaboration	93%	95%	94%	n/a	96%	88%	95%
Relationships	73%	80%	71%	n/a	88%	49%	75%
Inclusion	91%	93%	93%	n/a	93%	91%	91%

DEL MAR MIDDLE

FAMILY SURVEY RESULTS

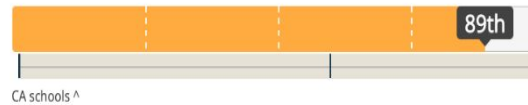
Engagement

3.54



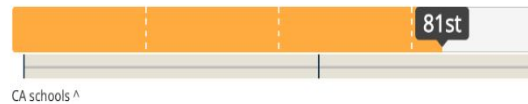
Culture

4.12



Relationships

4.15



School Safety

3.92



Communication & Feedback

3.68



Resources

4.14



DEL MAR MIDDLE

FAMILY SURVEY RESULTS

FAMILY SURVEY 25-26	Overall	Change Since 24-25	Socio Economically Disadvantaged	Students with Disabilities	Persons of Color	Hispanic	Asian
Engagement	62%	-12%	n/a	79%	74%	68%	87%
Culture	89%	-6%	n/a	87%	75%	59%	83%
Relationships	81%	-3%	n/a	79%	54%	79%	70%
School Safety	88%	-4%	n/a	47%	65%	58%	79%
Communication & Feedback	62%	+3%	n/a	57%	66%	87%	87%
Resources	94%	0%	n/a	87%	75%	93%	88%
DEI	66%	-11%	n/a	65%	77%	79%	61%

DEL MAR MIDDLE

STAFF SURVEY RESULTS

Engagement

4.32



Culture

4.11



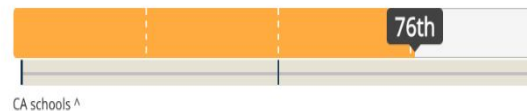
Relationships

4.20



School Safety

4.04



Professional Development & Support

4.03



DEL MAR MIDDLE

STAFF SURVEY RESULTS

STAFF SURVEY 25-26	Overall	Change Since 24-25
Engagement	86%	+3%
Culture	83%	-12%
Relationships	79%	-4%
School Safety	76%	-14%
Professional Development	89%	+3%
DEI	84%	-6%

Next Steps

- Admin, GLC and staff reviewing, reflecting and analyzing data trends and patterns at multiple levels (individual, team, grade level and/or department, school and administrative level)
- Develop action plans and SMART goals and metrics
- Targeted focus groups
 - Academic Challenge & Engagement (Bel Aire & Del Mar)
 - Communication & Feedback (Reed & Bel Aire)
 - Professional Development (Reed & Bel Aire)
- Continue Inclusion work, with attention to student and parent partnership