



ROSEVILLE AREA SCHOOLS

CHOOSE ROSEVILLE

Annual Report

April 22, 2025

**Reflecting a workforce
that celebrates the
excellence and
innovation of our rich
community**



**Roseville
Area Schools**

MISSION

Excellence, Innovation & Equity in All We Do

Each learner experiences a sense of belonging and a joy of learning, is inspired and prepared to reach their potential, and contributes to our communities.

VISION

EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, and physical appearance.

GOALS & KEY STRATEGIES

- #1 Our graduates are prepared to achieve their goals and aspirations.**
 - Ensure students are college- and career-ready
 - Deliver a challenging, joyful, and safe learning environment
 - Deliver innovative, effective practices and systems
- #2 Our learners contribute to an equitable, caring society.**
 - Cultivate student engagement and joy in learning
 - Support learner resiliency (student social and emotional learning and mental health)
 - Amplify student leadership and voice in decision-making
 - Prepare learners to be racially and socially responsive
- #3 We are a culturally responsive, inclusive, anti-racist district.**
 - Ensure educator commitment to anti-racist practices
 - Hire and retain a diverse workforce
 - Develop equitable leaders
 - Develop a culturally responsive evaluation system
 - Build a culture of belonging where all feel welcome, included, and safe
- #4 The community is united behind meeting student needs.**
 - Partner with families and the community to support student success
 - Build a culture of belonging
- #5 We are financially secure.**
 - Cultivate and maintain community trust
 - Secure and allocate financial resources to support the district's mission and vision

Why Representation Matters

Quantitative Impact

“While White students also benefit by learning from teachers of color, the impact is especially significant for students of color, who have higher test scores, are more likely to graduate high school, and more likely to succeed in college when they have had teachers of color who serve as role models and support their attachment to school and learning. Students with racially diverse teachers also have fewer unexcused absences and are less likely to be chronically absent.”

– Learning Policy Institute

Qualitative Impact

“Representing diverse groups helps improve the school culture and student outcomes. Research has shown that when students see representations of themselves, it shapes how they imagine their place in the world now and in the future. As a result, what they see forms their expectations for themselves and their peers.”

– Thomas, 2016

Recruitment & Retention

Improving our recruitment and retention of Roseville Area Schools teachers who Identify as BIPOC based on Goal and Key Strategy #3

Recruitment

Develop a system for recruitment of college and university partners

- Intentional partnerships with colleges and universities, and active engagement
- FOCUS BIPOC affinity group
- Career fairs

GYO exploration

- Grow Your Own – The RISE Movement

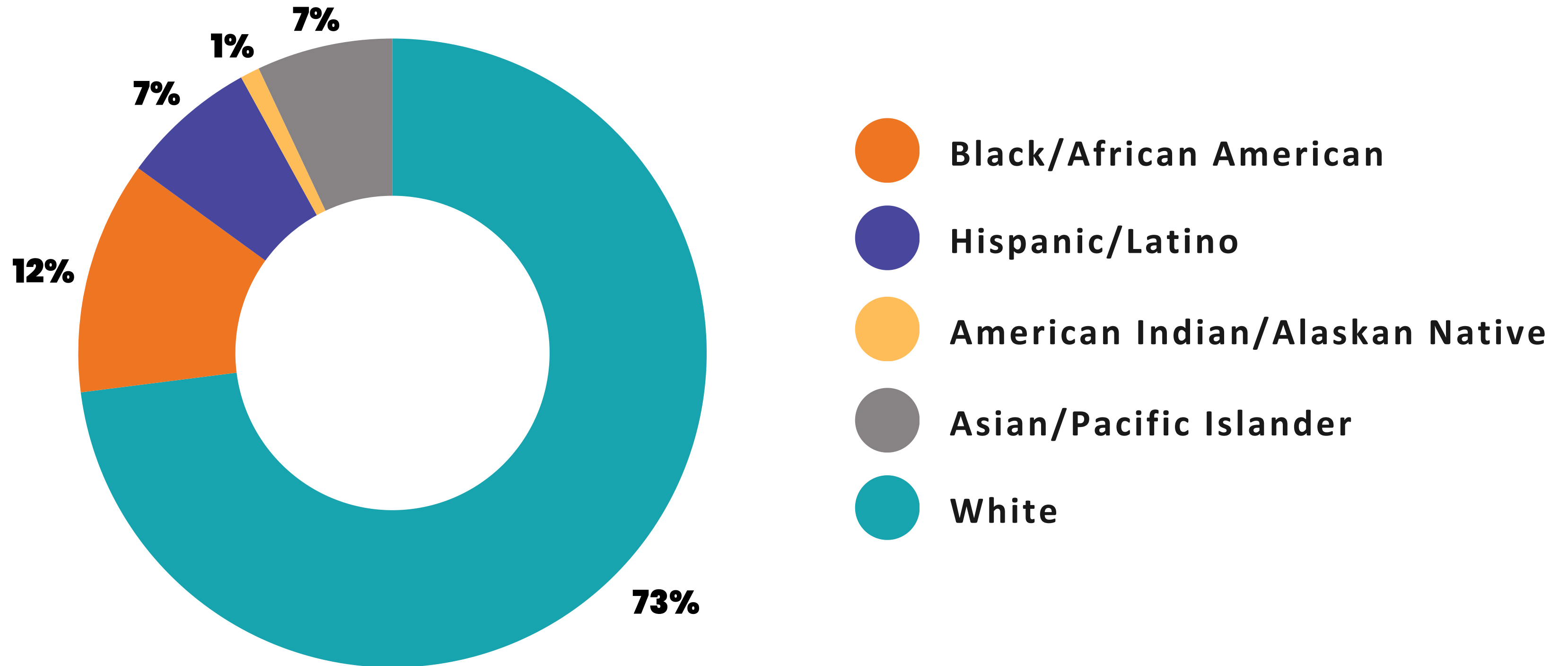
Retention

Elevating the voice of the educator

- Welcoming environment
- Additional mentor support through FOCUS
- Stay/insight Interview process
- Partnerships & best practices
- Shared commitment & priority districtwide

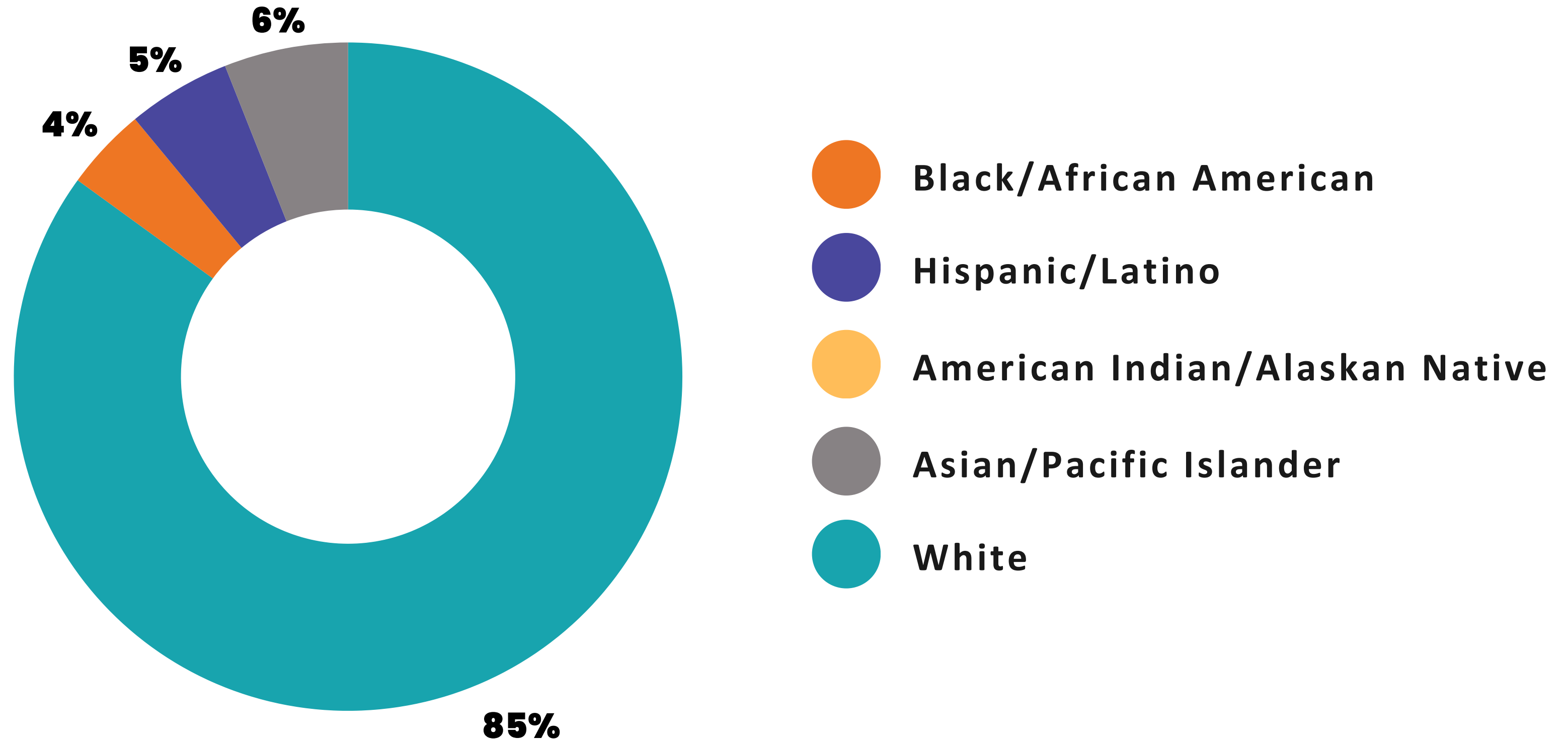
Roseville Area Schools Demographics

Districtwide 2024-2025



Roseville Area Schools Demographics

Teachers 2024-2025

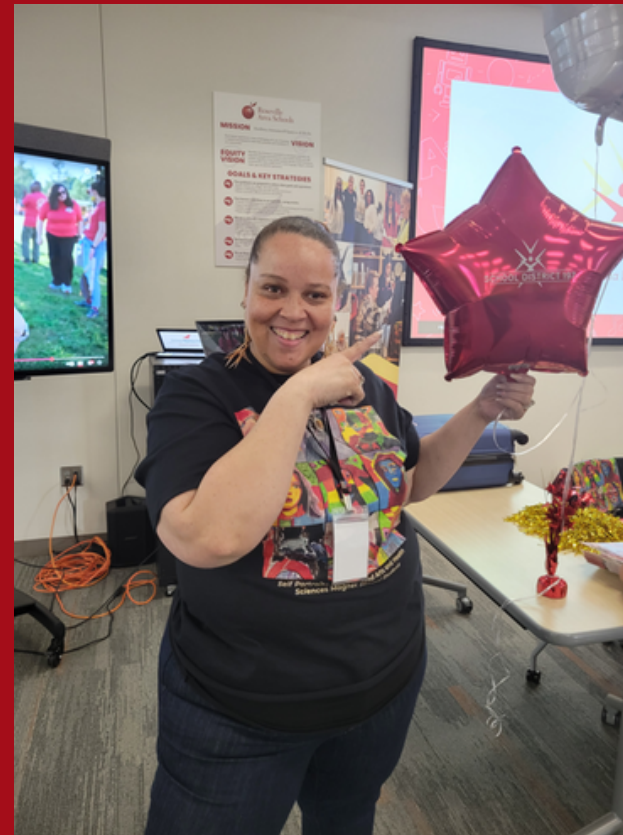
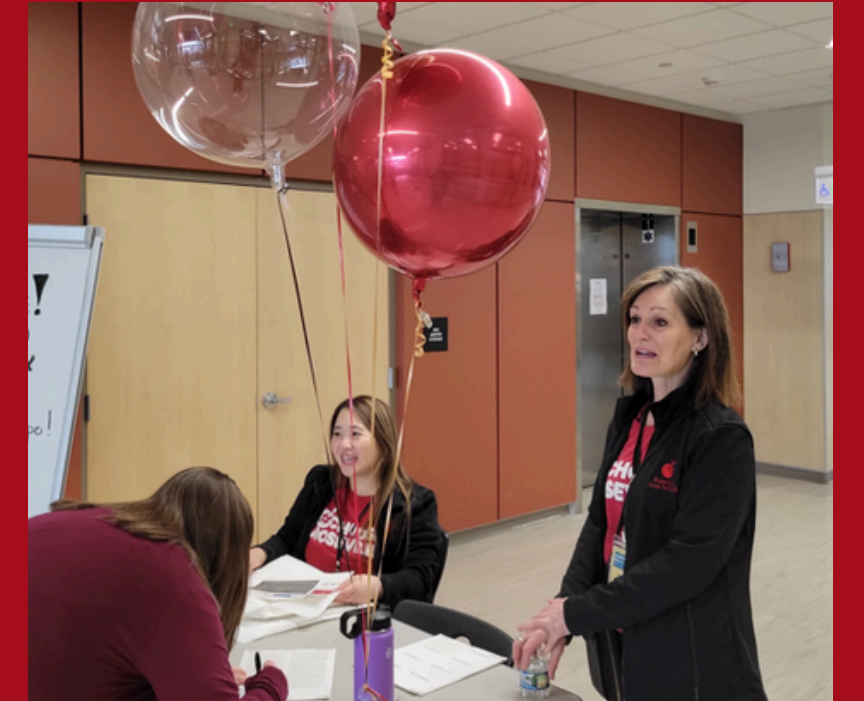


Recruitment Through Partnerships



The RISE Movement
Roseville Area Schools: Grow Your Own

2024-2025 Recruitment Initiatives



FOCUS in Action

Future-Oriented Community of United Support **FOCUS**



>>>> Vision Statement

- Establish the ecosystem needed not only to retain but to make a way for our BIPOC educators to flourish
- Represent and restore authentic and holistic ways of being and knowing, which is demonstrated through our culturally sustaining teaching.

>>>> Group Goals

Community

Racial Literacy

Community
Cultural Wealth

Capacity for
Transformation

>>>> Intentional Activities



Developing
critical
leadership
skills



Creating space
to share successes
and dilemmas
of practice



Engaging in
dialogical
professional
learning



Engaging in collective
knowledge making
and network with
others to learn from
each other



Engaging in
wellness
practices



Connecting
with RAHS
Urban Pathways
course

BIPOC Stay Interviews

BIPOC Stay Interviews



THE WHY

- Because representation matters...
- To increase the number of teachers and staff who are indigenous and of color (recruitment)
- To meet the needs of our staff of color and indigenous staff (retention)
- To gather meaningful "street data" that helps co-create improvements to the experiences of indigenous staff and staff of color
- To actively listen to indigenous staff and staff of color during their time with us—not just during exit interviews

BIPOC Stay Interviews



THE PROCESS

- 15-minute scheduled meetings with each individual BIPOC staff member (sometimes as a group)
- Conducted by the director of equity and innovation (recorder), human resources (recorder), and principals/supervisors (interviewer)
- Use of interpreter when preferred by staff
- Determine themes for each question
- Brainstorm next steps based off themes
- Communicate next steps to entire staff

BIPOC Stay Interviews



THE QUESTIONS

As a person of color:

- What keeps you working at (school/district)?
- Do you feel you can show up to (school/district) as your authentic self?
- If so, why?
- If not, why?
- What aspects of your job do you wish you could change?
- What can I do to ensure you feel supported here at (school/district)?

BIPOC Stay Interviews – Themes

QUESTION #1: What keeps you working here at (your school/RAS)?

SENSE OF BELONGING AND COMMUNITY: Individuals express a deep connection to the Roseville Area Schools community, feeling welcomed, valued, and part of a supportive family. This sense of belonging is critical for their job satisfaction and commitment.

COMMITMENT TO DIVERSITY AND EQUITY: A strong emphasis on diversity, equity, and inclusion is evident. Staff members appreciate the district's efforts in promoting cultural representation and addressing biases, and they are motivated by the opportunity to contribute to these goals.

Supportive Environment and Relationships: Positive relationships with colleagues, supportive leadership, and a non-toxic work environment are highlighted as significant factors in their job satisfaction. This support fosters personal and professional growth.

BIPOC Stay Interviews – Themes

QUESTION #1: What keeps you working here at (your school/RAS)?

PASSION FOR STUDENT IMPACT: Many individuals express a profound dedication to making a positive impact on students' lives. They find fulfillment in working with a diverse student population and are driven by the opportunity to be role models and advocates for their students.

OPPORTUNITIES FOR GROWTH AND DEVELOPMENT: There is a recurring theme of valuing professional growth opportunities provided by the district. Staff members appreciate the support for career advancement and the chance to continually develop their skills.

BIPOC Stay Interviews – Themes

QUESTION #2: Do you feel you can show up to (your school/RAS) as your authentic self?

CHALLENGES FOR BIPOC EDUCATORS: BIPOC staff members often face challenges in predominantly white educational settings, including feeling judged, needing to code-switch, and navigating stereotypes.

AUTHENTICITY AND REPRESENTATION: Many individuals express a strong desire to be authentic and represent their cultural identities, but they encounter varying degrees of acceptance and understanding from colleagues and students.

MIXED EXPERIENCES: Staff members have diverse experiences with authenticity. Some feel comfortable and supported, while others face microaggressions and misunderstandings, leading to feelings of guardedness or the need to adapt their behavior.

BIPOC Stay Interviews – Themes

QUESTION #2: Do you feel you can show up to (your school/RAS) as your authentic self?

SUPPORTIVE ENVIRONMENTS: Positive work environments that embrace diversity and inclusivity help individuals feel more authentic and valued. Support from colleagues and a culture of respect are crucial for staff satisfaction.

NEED FOR INCLUSIVITY: There is a call for more proactive steps towards cultural sensitivity and inclusivity to enhance comfort and authenticity at work, addressing issues like microaggressions and cultural misunderstandings.

BIPOC Stay Interviews – Themes

QUESTION #3: What aspects of your job do you wish you could change?

POSITIVE FEEDBACK AND INITIATIVES: Staff appreciate recent improvements like increased professional development and collaboration days.

WORKLOAD AND SUPPORT CONCERNS: Heavy workloads, inadequate support, and communication issues are significant concerns.

DESIRE FOR CULTURAL AWARENESS: Staff seek more cultural representation and tailored professional development, with an emphasis on inclusion.

BIPOC Stay Interviews – Themes

QUESTION #3: What aspects of your job do you wish you could change?

RACE AND EQUITY ISSUES: There are concerns about perceived biases and unequal treatment of BIPOC staff compared to their white counterparts.

NEED FOR BETTER SYSTEMS: Staff call for improved support systems, clearer communication, and more growth opportunities, along with inclusive practices and understanding.

BIPOC Stay Interviews – Themes

QUESTION #4: What can I do to ensure you feel supported here at (your school/RAS)?

SUPPORT AND COMMUNICATION: Staff feel well-supported by leaders and value open communication, regular check-ins, and the opportunity to voice concerns. They appreciate timely responses and a supportive environment.

INCLUSIVITY AND REPRESENTATION: There is a call for more opportunities for cultural liaisons, structured onboarding for new staff, and increased representation in decision-making processes, especially for BIPOC staff.

PROFESSIONAL DEVELOPMENT AND ACCOUNTABILITY: Staff seek structured professional development, financial support for initiatives, and clear communication on policies. They also want fair treatment and accountability across all staff.

BIPOC Stay Interviews – Themes

QUESTION #4: What can I do to ensure you feel supported here at (your school/RAS)?

CONTINUOUS IMPROVEMENT: While the supportive environment is valued, staff desire ongoing improvements in inclusivity, affirmation, and resources, along with better communication and support for BIPOC students and staff.

BIPOC Stay Interviews: Principal Next Steps



NEXT STEPS

- Conducting regular check-ins with BIPOC staff
- Hiring more BIPOC staff to increase representation
- Creating affinity spaces for support and community
- Providing professional development focused on microaggressions
- Sharing one-pagers and “I Am” poems
- Surveying BIPOC staff on impact of staffing changes
- Collecting street data to understand why some BIPOC staff chose not to participate in stay interviews

BIPOC Stay Interviews: Principal Next Steps



NEXT STEPS

- Hosting BIPOC staff circles
- Encouraging staff to show up as their authentic selves
- Expanding BIPOC leadership opportunities
- Holding regular meetings with paraprofessionals
- Forming school-level teams with intentional BIPOC staff participation
- Clustering BIPOC teachers
- Outlining next steps in School Improvement Plans (SIP) and action plans to advance equity

BIPOC Stay Interviews: Districtwide Next Steps



CONTINUE

- Scheduling regular check-ins between principals, supervisors, and their BIPOC staff
- Hiring more BIPOC staff
- Recognizing Heritage Months
- Providing explicit PD focused on race and equity
- Providing professional growth and advancement opportunities for BIPOC staff
- Listening & responding to the concerns of BIPOC staff
- Creating affinity spaces for staff to engage in conversations about race within buildings/programs

BIPOC Stay Interviews: Districtwide Next Steps



START

- Including multiple perspectives on all interview teams, including at the building level
- Implementing term limits on lead teacher positions
- Developing a five-year plan in response to staff feedback, clearly outlining how data will be used, with stay interviews in year 6 and focus groups in interim
- Amplifying BIPOC voices in Staff Weekly

BIPOC Stay Interviews: Districtwide Next Steps



START

- Identifying Raider Support staff who have the potential to thrive in the teaching profession
- Ensuring staff of color are paired with positive, trusted, equity-minded colleagues
- Addressing microaggressions both in the moment and through ongoing professional development

Questions