



ACCELERATE UCS!



Strategic Planning Data Workbook

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INTRODUCTION

UTICA COMMUNITY SCHOOLS

Utica Community Schools provides a comprehensive educational experience for students in early childhood programs, in the elementary and secondary grades, and in adult education. Our school sites are home to academic programs designed to meet the needs and interests of students across the district along with a full slate of co-curricular and extra-curricular activities. We offer a wide-ranging menu of choices which include, Young Fives Kindergarten, Virtual Academy, deep learning in mathematics, science, design, engineering, advanced manufacturing, alternative education, career and technical education and an International Baccalaureate diploma program. In addition, at each school we employ a multi-tiered system of supports, assistance for English Learners, and programming for students with Individualized Education Programs. Student achievement regularly outpaces county, state and national levels. Furthermore, students excel in nationally recognized visual and performing arts programs, athletics and in career and technical education.

DISTRICT OVERVIEW

Our district footprint encompasses 66 square miles, and we are the second largest school district in the state by enrollment. We serve residents in all or portions of six municipalities along with Schools of Choice families from communities outside the district. UCS is the second largest employer in Macomb County with over 2,500 full and part-time staff.

NUMBER OF SCHOOLS

Grade Level Configuration	Number of Schools
Elementary (K-6)	25
Junior High (7-8)	1
Junior High (7-9)	6
High School (9-12)	1
High School (10-12)	3

PROGRAMS

Gene L. Klida Utica Academy for International Studies
Stevenson MADE (Manufacturing, Automation & Design Engineering)
Utica Center for Mathematics, Science and Technology
Utica Center for Science and Industry
Utica Alternative Learning Center
UCS Virtual Academy

SCHOOL BUILDINGS – YEAR OF CONSTRUCTION GROUPED BY SIMILAR DESIGNS

<u>High Schools</u>		<u>Elementary Schools</u>		<u>Elementary Schools</u>	
Eisenhower	1971	Messmore	1966	Harvey	1962
Henry Ford II	1971	Morgan	1966	Plumbrook	1962
		Schwarzkoﬀ	1966	Switzer	1963
Utica	1954	Collins	1968	Flickinger	1964
Stevenson	1968	Monfort	1968		
		Crissman	1969	West Utica	1958
				Browning	1959
		DeKeyser	1971		
		Oakbrook	1971	Burr	1951
		Roberts	1971	Wiley	1951
		Havel	1972	Dresden	1957
				Beacon Tree	2004
		Graebner	1972		
		Ebeling	1978	Beck	1997
Heritage	1977	Schuchard	1978	Duncan	2001
Jeannette	1981				
School Buildings with Common Design					

INTRODUCTION

CONTINUOUS IMPROVEMENT

To keep advancing, the district is engaged in a process of continuous improvement. This comprehensive process is student-centered, ongoing, integrated across the district, and allows for deep analysis of both assets and challenges. School and district-level teams assess needs, plan, implement, monitor and evaluate actions and outcomes. The ongoing nature of this process enables the district and individual schools to respond to the immediate needs of all students and prepare for the future. Strategic planning is part of the continuous improvement process and will be used by the district to plan for the next five years.



Michigan Department of Education Continuous Improvement Cycle

STRATEGIC PLANNING

Strategic planning establishes a long-term plan to achieve an organization's specified vision and mission through the attainment of high-level goals. The plan establishes where the organization is currently, where it should go, how it will get there, and how it will know that it has arrived. ~ The Napa Group (Business consulting firm)

The first phase of the UCS strategic planning process has involved gathering stakeholder perceptions of district strengths and areas for improvement through visits by district leaders to all 40 school and program sites and surveys of the Board of Education, staff, parents, and secondary students. Stakeholder perceptions were also gathered through meetings with the UCS Parent Network, comprised of 2-4 parents from each school and program site, representatives from each of the employee labor groups, and the staff leaders of the junior high and high school athletic programs.

During the second phase of the process, quantitative and qualitative data will be analyzed, and district needs will be identified. Priorities, aims, and goals will be established from these needs in the areas of teaching and learning, district culture, resources, and operations. Action steps will be developed, and ways to monitor progress will be determined.

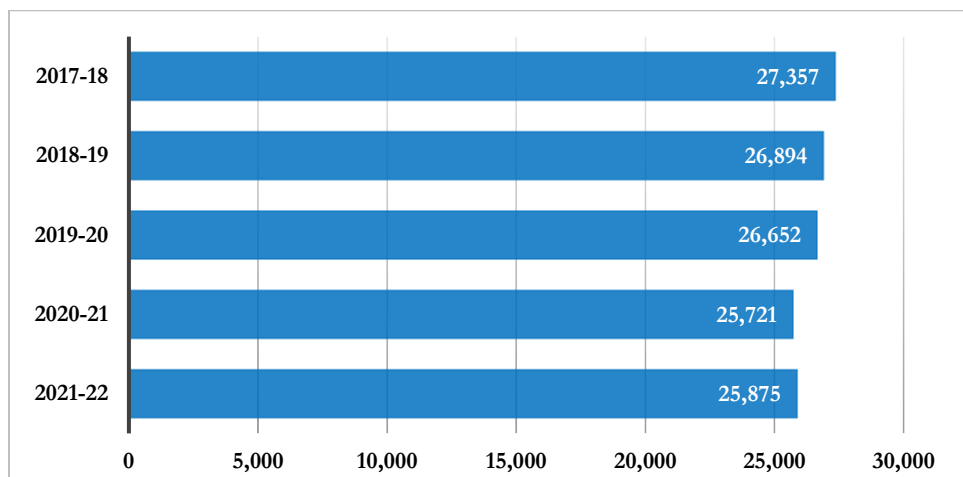
UCS STRATEGIC PLANNING WORKBOOK

The Strategic Planning Data Workbook provides key quantitative and qualitative metrics, initial analysis and questions for reflection organized around five chapters.

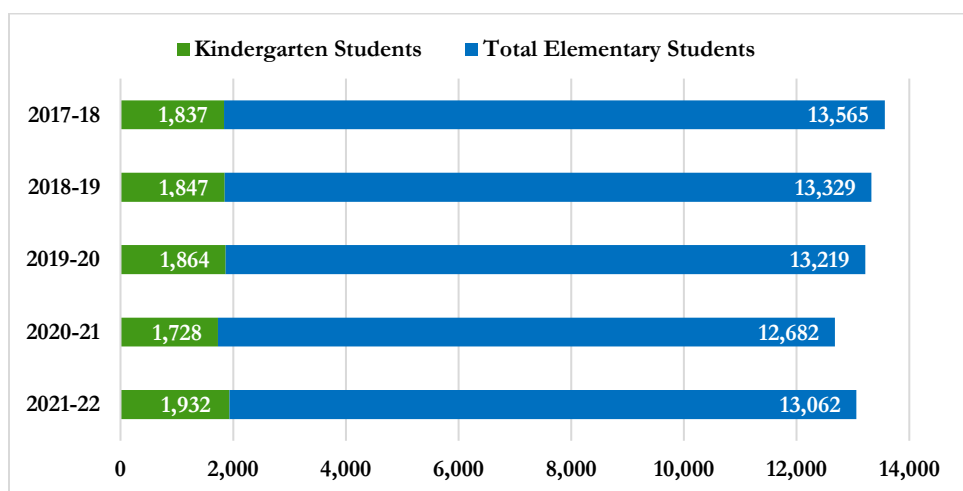
1. Enrollment and Demographics
2. Student Performance
3. Engagement of Students
4. Stakeholder Perceptions
5. Human and Financial Resources

ENROLLMENT AND DEMOGRAPHICS

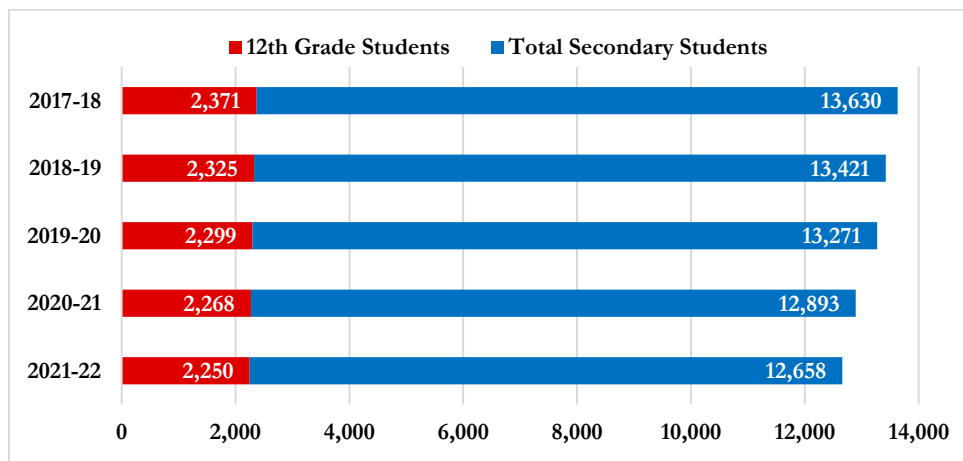
TOTAL ENROLLMENT – ALL STUDENTS



TOTAL ENROLLMENT – ELEMENTARY STUDENTS (Grades K-6)



TOTAL ENROLLMENT – SECONDARY STUDENTS (Grades 7-12)



Trends in Enrollment

1. Total enrollment increased during the 2021-22 school year compared to 2020-21 after a decrease over the previous four years.
2. The total enrollment for students in grades K-6 increased during 2021-22 compared to 2020-21 after a decrease over the previous four years.
3. The total enrollment for students in grades 7-12 decreased over the last five years.

WHAT ELSE DO YOU NOTICE?

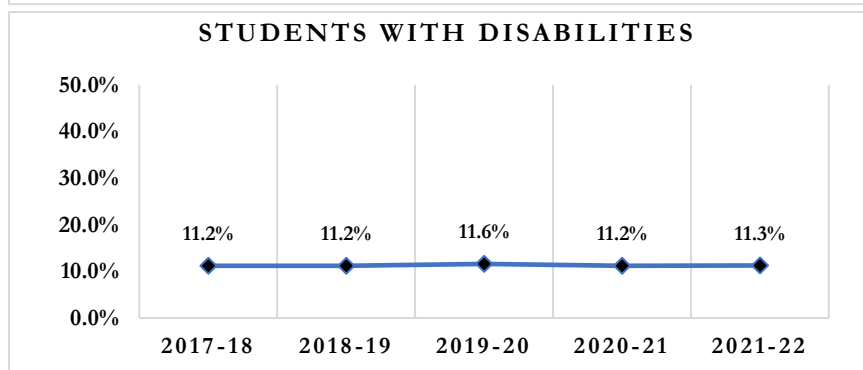
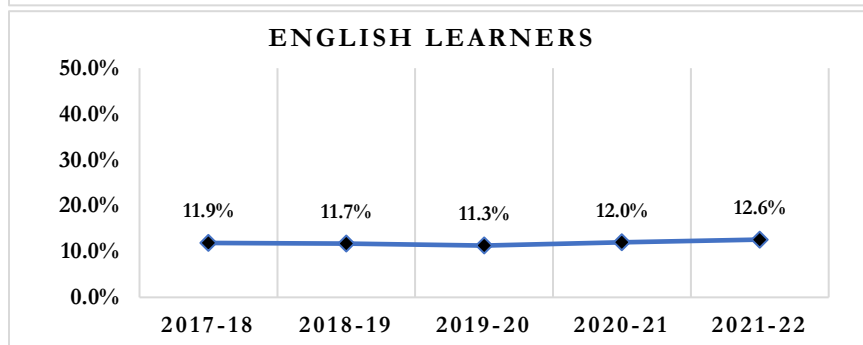
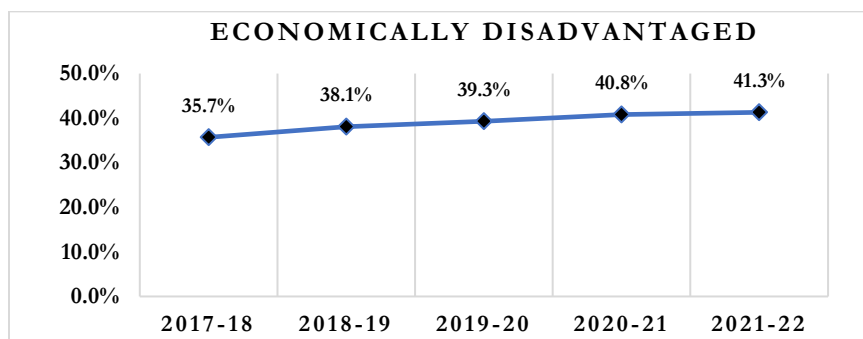
Write your observations here.

ENROLLMENT AND DEMOGRAPHICS

TOTAL ENROLLMENT – RACE/ETHNICITY

Year	American Indian or Alaska Native	Asian	Black or African American	Hispanic/Latino	Native Hawaiian or Other Pacific Islander	White	Two or More Races
2017-18	0.09%	4.0%	4.6%	3.1%	0.23%	85.7%	2.2%
2018-19	0.07%	4.4%	4.8%	3.3%	0.22%	84.9%	2.4%
2019-20	0.09%	4.6%	4.9%	3.5%	0.18%	84.0%	2.7%
2020-21	0.11%	4.9%	5.1%	3.8%	0.16%	83.1%	2.9%
2021-22	0.09%	5.1%	5.8%	4.2%	0.14%	81.3%	3.4%

TOTAL ENROLLMENT – OTHER GROUPS



Trends in Enrollment

1. The number and percent of Asian, Black or African American, Hispanic/Latino, and students of two or more races has increased over the last five years.
2. The number and percent of economically disadvantaged students has increased over the last five years.
3. Students with disabilities as a percentage of total enrollment has remained about the same over the last five years.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

77 different languages spoken by students and/or families

Top Five Languages Spoken

English
Chaldean
Arabic
Spanish
Albanian

ENROLLMENT AND DEMOGRAPHICS

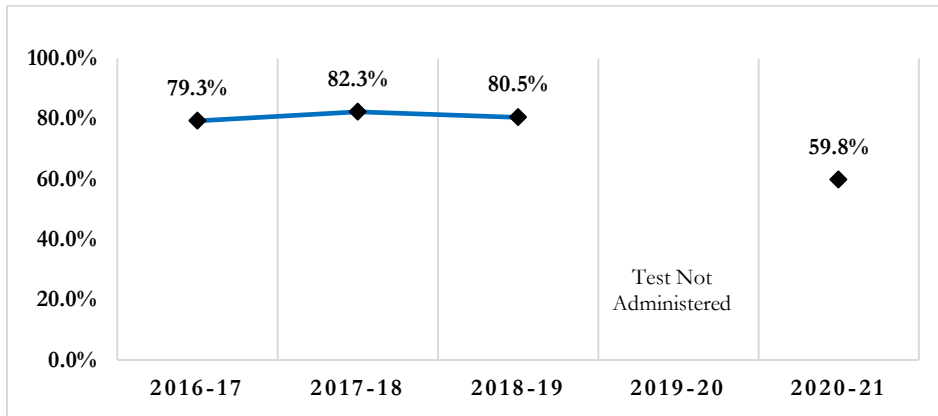
QUESTIONS FOR REFLECTION AND DISCUSSION

1. Facts – What do you see?
2. Interpretations and wonderings – What does the data suggest?
3. Implications – What does this mean for our work?
4. Next steps – So what are we going to do?

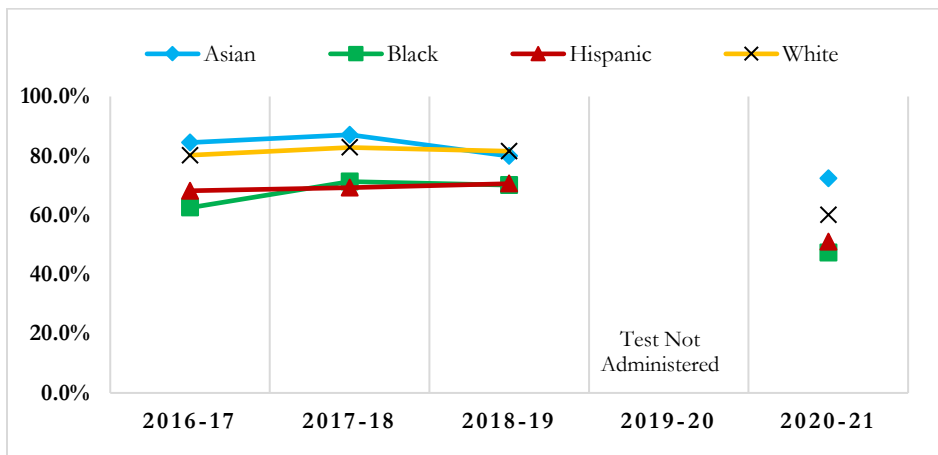
STUDENT PERFORMANCE

NWEA RESULTS – K-2 READING - ALL STUDENTS

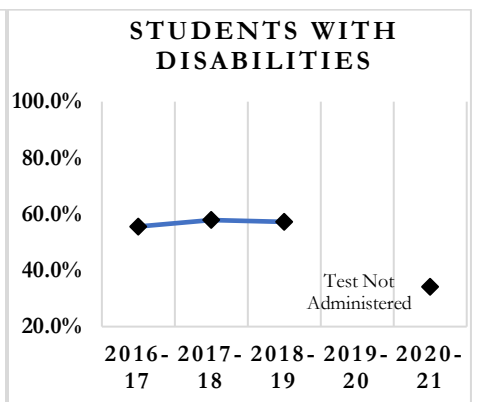
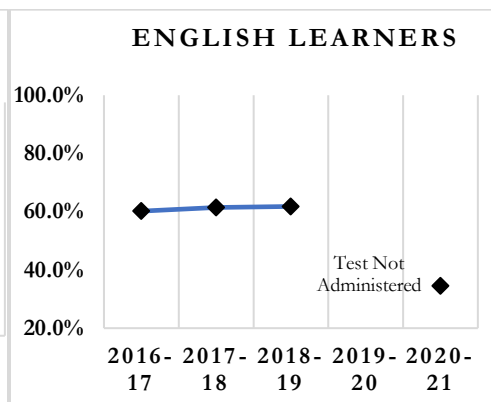
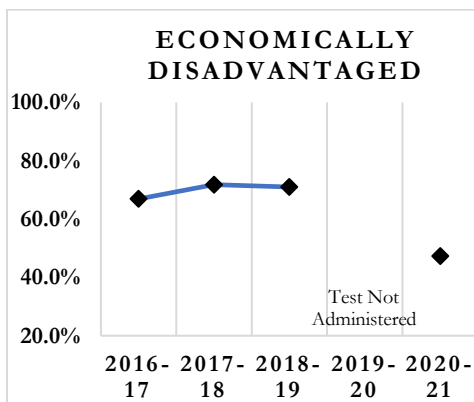
Percent of students meeting or exceeding grade level norms.



NWEA RESULTS – K-2 READING DEMOGRAPHIC GROUPS – RACE/ETHNICITY



NWEA RESULTS – K-2 READING DEMOGRAPHIC GROUPS – OTHER GROUPS



Trends in Performance

Note: UCS did not administer the NWEA during the 2019-2020 school year.

1. The percent of Hispanic/Latino students meeting or exceeding grade level norms in reading was trending upward through the 2018-2019 school year.
2. The percent of English Learners meeting or exceeding grade level norms in reading was trending upward through the 2018-2019 school year.

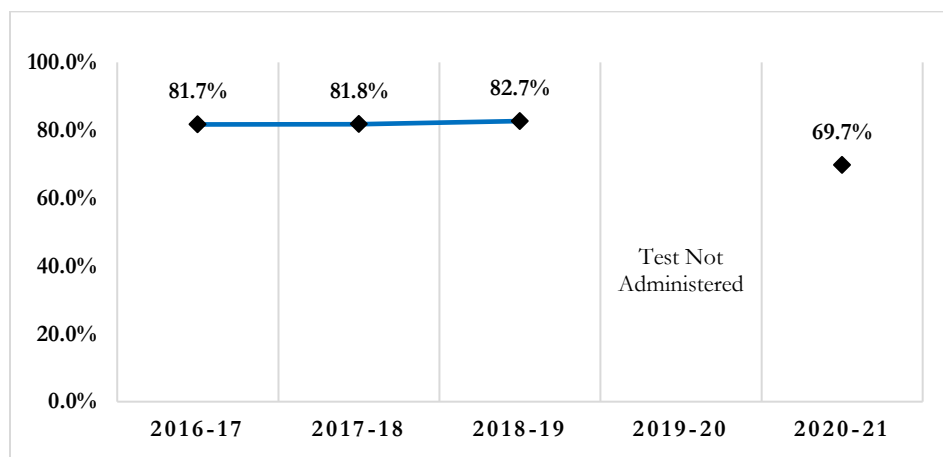
WHAT ELSE DO YOU NOTICE?

Write your observations here.

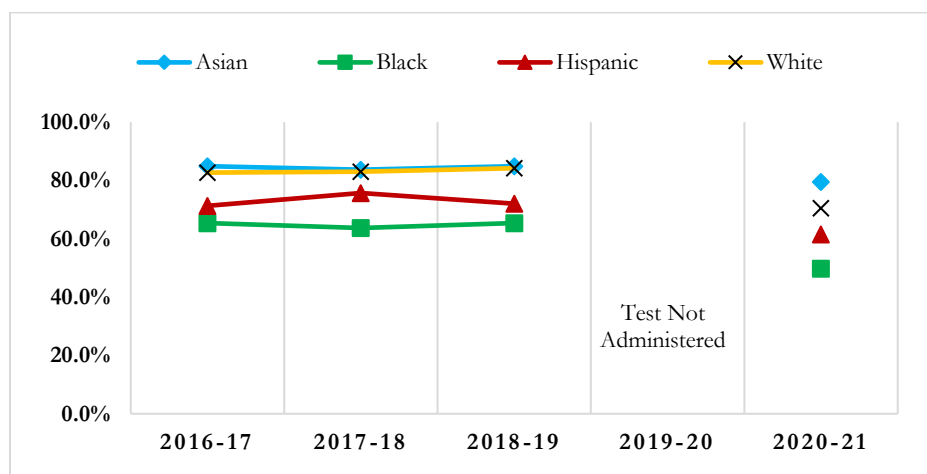
STUDENT PERFORMANCE

NWEA RESULTS – K-2 MATHEMATICS - ALL STUDENTS

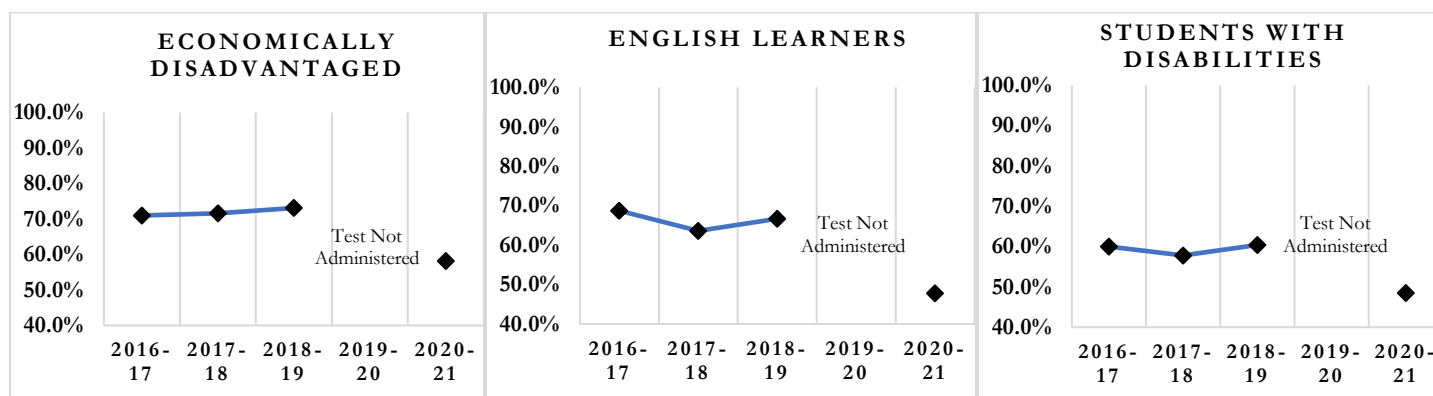
Percent of students meeting or exceeding grade level norms.



NWEA RESULTS – K-2 MATHEMATICS DEMOGRAPHIC GROUPS – RACE/ETHNICITY



NWEA RESULTS – K-2 MATHEMATICS DEMOGRAPHIC GROUPS – OTHER GROUPS



Trends in Performance

Note: UCS did not administer the NWEA during the 2019-2020 school year.

1. The percent of all students meeting or exceeding grade level norms in mathematics was trending upward through the 2018-2019 school year.
2. The percent of economically disadvantaged students meeting or exceeding grade level norms in mathematics was trending upward through the 2018-2019 school year.

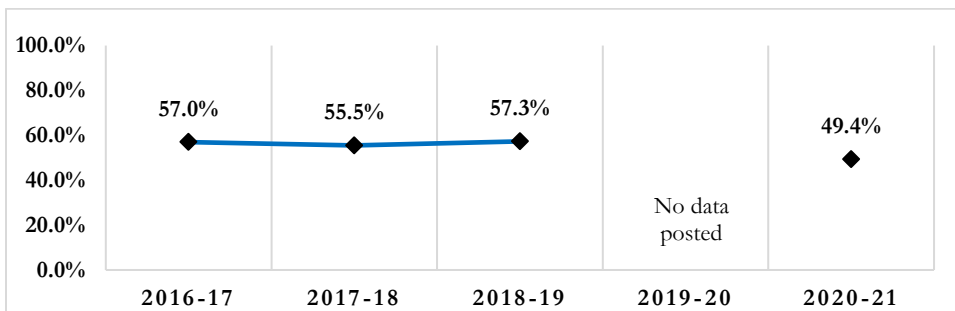
WHAT ELSE DO YOU NOTICE?

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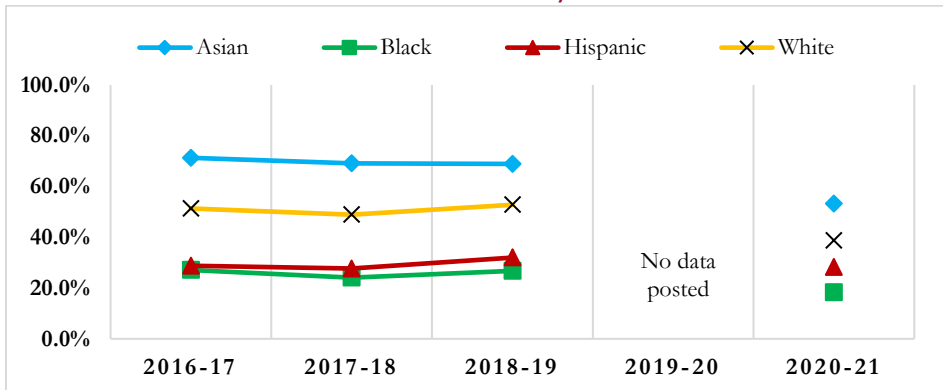
STUDENT PERFORMANCE

STATE ASSESSMENT RESULTS – ELEMENTARY M-STEP ENGLISH LANGUAGE ARTS - ALL STUDENTS

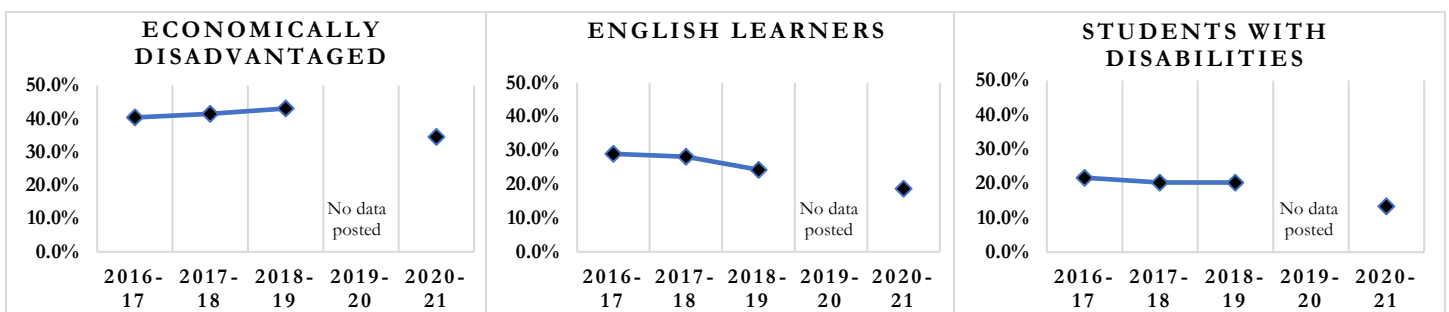
The Michigan Student Test of Educational Progress (M-STEP) is given to students online in grades 3-7 to measure their knowledge of state standards in English Language Arts (ELA) and mathematics. The online assessment is adaptive, adjusting the difficulty of questions throughout the assessment based on the student’s responses. If a student answers a question correctly, the next question will be harder; if a student answers incorrectly, the next question will be easier. The score reflects the percent of students considered proficient or above.



STATE ASSESSMENT RESULTS – ELEMENTARY M-STEP ENGLISH LANGUAGE ARTS – RACE/ETHNICITY



STATE ASSESSMENT RESULTS – ELEMENTARY M-STEP ENGLISH LANGUAGE ARTS – OTHER GROUPS



Trends in Performance

Note: The Michigan Department of Education did not post scores during the 2019-2020 school year.

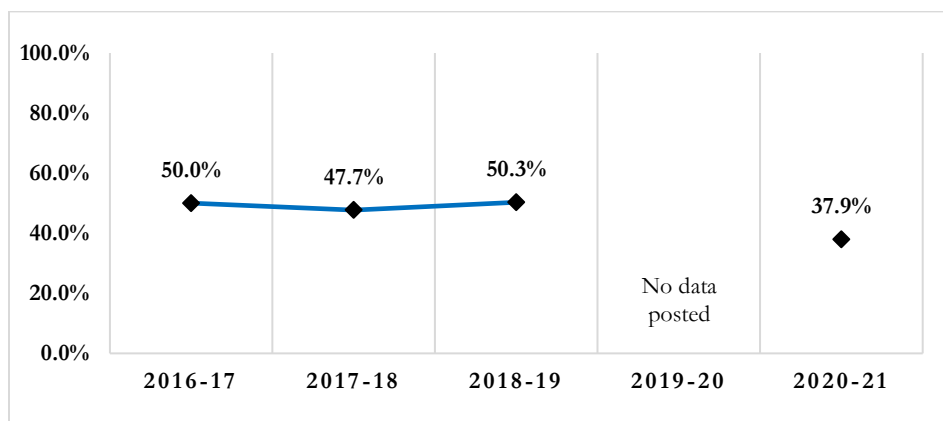
1. The percent of students proficient or above in English Language Arts for the 2020-2021 school year does not exceed the pre-pandemic levels.

WHAT ELSE DO YOU NOTICE?

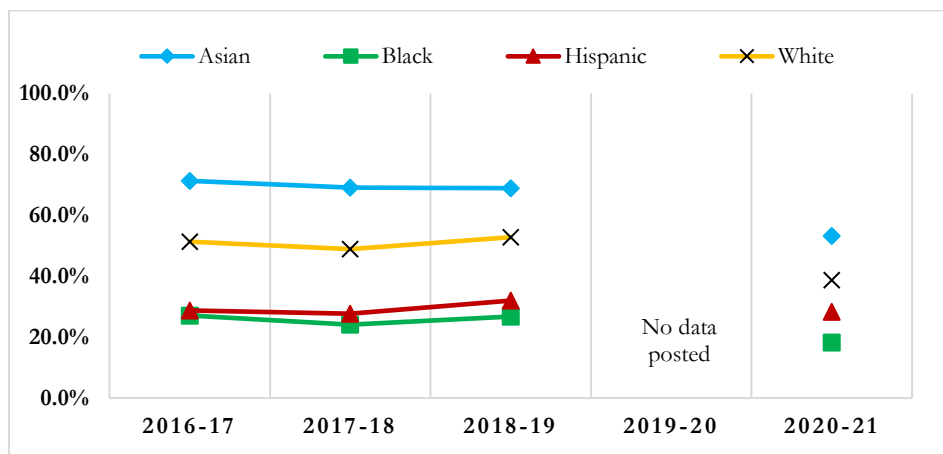
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STUDENT PERFORMANCE

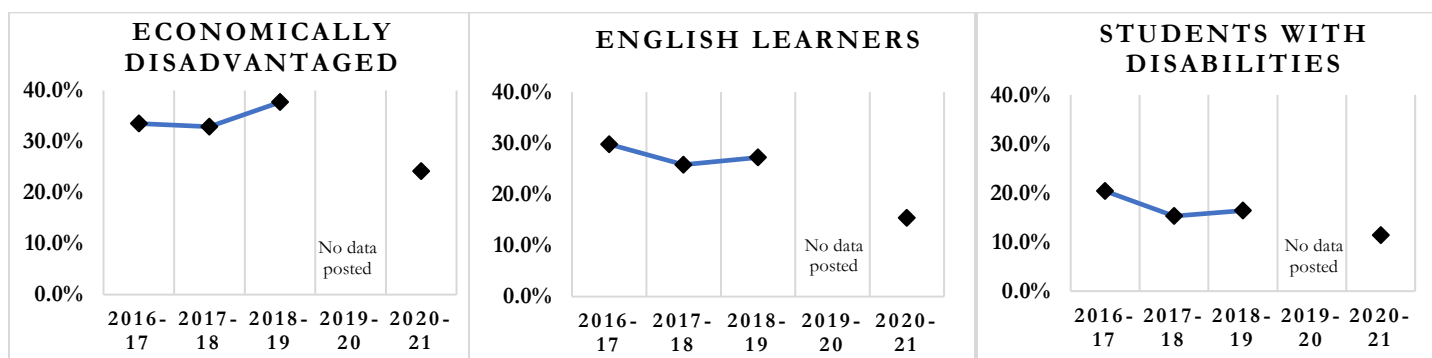
STATE ASSESSMENT RESULTS – ELEMENTARY M-STEP MATHEMATICS - ALL STUDENTS PERCENT PROFICIENT OR ADVANCED PROFICIENT



STATE ASSESSMENT RESULTS – ELEMENTARY M-STEP MATHEMATICS - RACE/ETHNICITY



STATE ASSESSMENT RESULTS – ELEMENTARY M-STEP MATHEMATICS – OTHER GROUPS



Trends in Performance

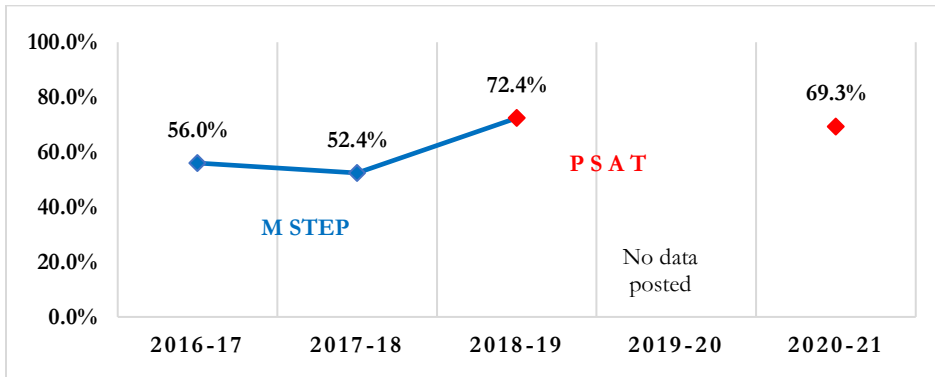
1. The percent of Hispanic/Latino students proficient or above in mathematics remained consistent during the past five years.

WHAT ELSE DO YOU NOTICE?

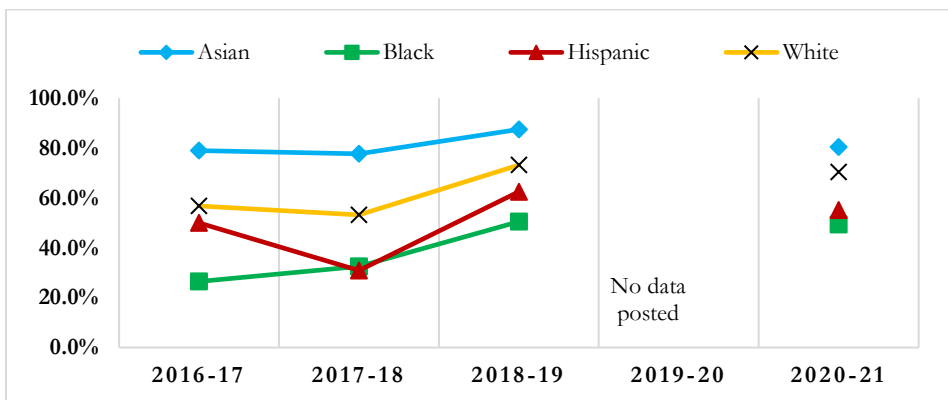
Write your observations here.

STUDENT PERFORMANCE

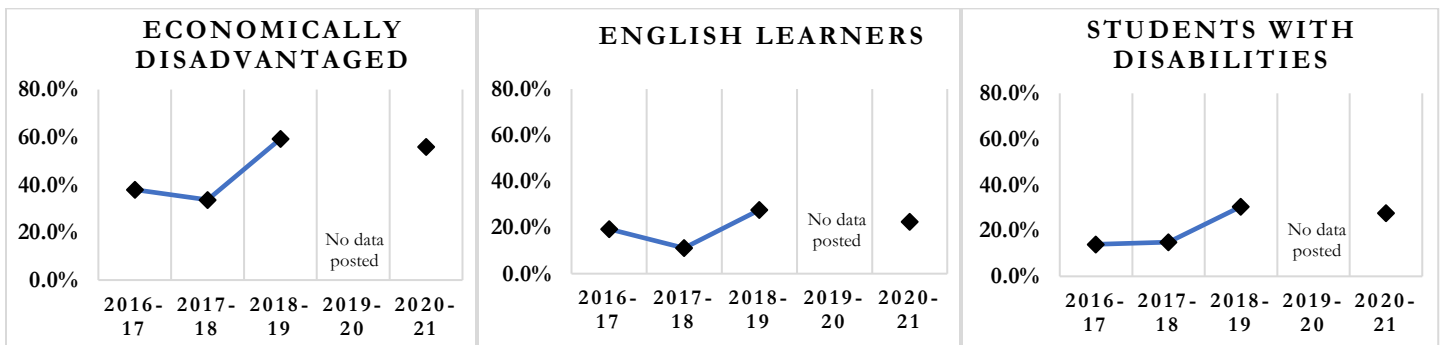
STATE ASSESSMENT RESULTS – GRADE 8 M-STEP/PSAT ENGLISH LANGUAGE ARTS/EVIDENCE-BASED READING AND WRITING - ALL STUDENTS PERCENT PROFICIENT OR ADVANCED PROFICIENT



STATE ASSESSMENT RESULTS – GRADE 8 M-STEP/PSAT ENGLISH LANGUAGE ARTS/EVIDENCE BASED READING AND WRITING - RACE/ETHNICITY



STATE ASSESSMENT RESULTS – GRADE 8 M-STEP/PSAT ENGLISH LANGUAGE ARTS/EVIDENCE BASED READING AND WRITING – OTHER GROUPS



Trends in Performance

Note: The Michigan Department of Education changed the state assessment for eighth grade students from the M-STEP to the PSAT beginning with the 2018-2019 school year.

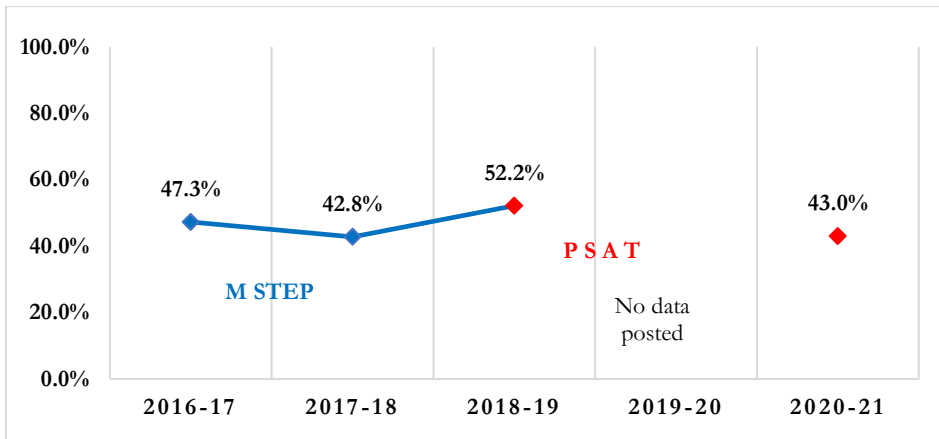
1. The percent of students proficient or above in the PSAT evidence-based reading and writing for the 2020-2021 school year did not exceed the pre-pandemic year.
2. The percent of Black or African American students demonstrated an upward trend in percent proficient or above prior to the pandemic in M-STEP and PSAT

WHAT ELSE DO YOU NOTICE?

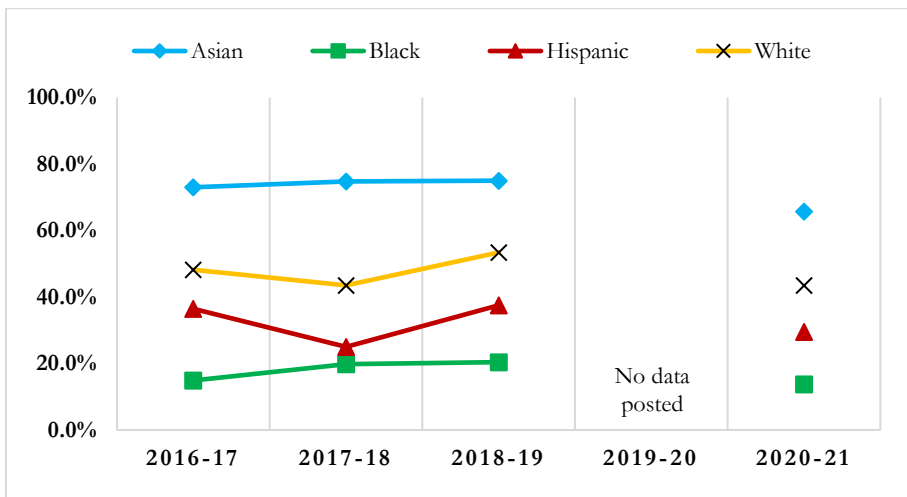
Write your observations here.

STUDENT PERFORMANCE

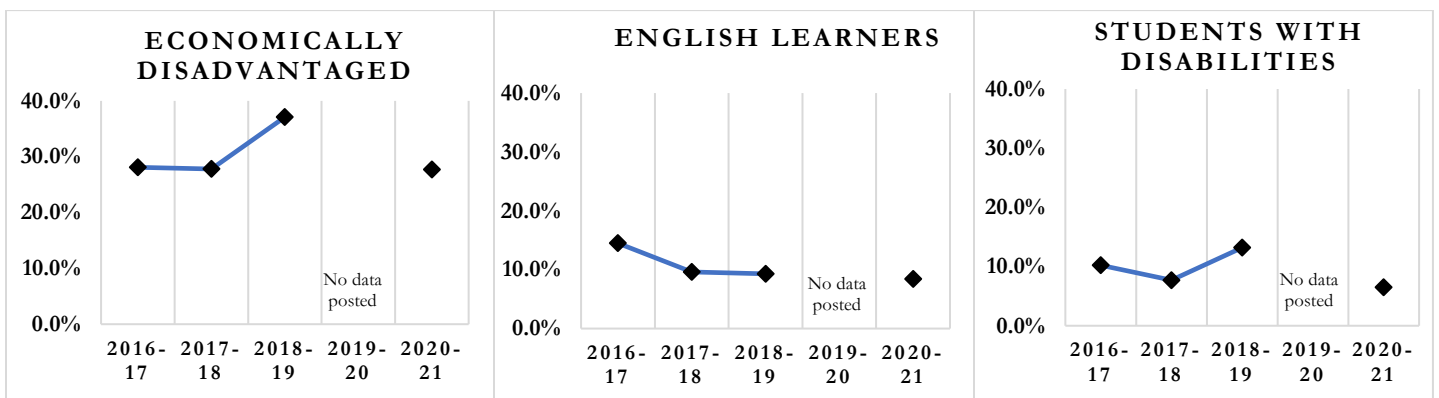
STATE ASSESSMENT RESULTS – GRADE 8 M-STEP/PSAT MATHEMATICS - ALL STUDENTS PERCENT PROFICIENT OR ADVANCED PROFICIENT



STATE ASSESSMENT RESULTS – GRADE 8 M-STEP/PSAT MATHEMATICS - RACE/ETHNICITY



STATE ASSESSMENT RESULTS – GRADE 8 M-STEP/PSAT MATHEMATICS – OTHER GROUPS



Trends in Performance

Note: The Michigan Department of Education changed the state assessment for eighth grade students from the M-STEP to the PSAT beginning with the 2018-2019 school year.

1. The percent of English Learners proficient or above on the Grade 8 M-STEP/PSAT Math decreased each year since 2016-2017.

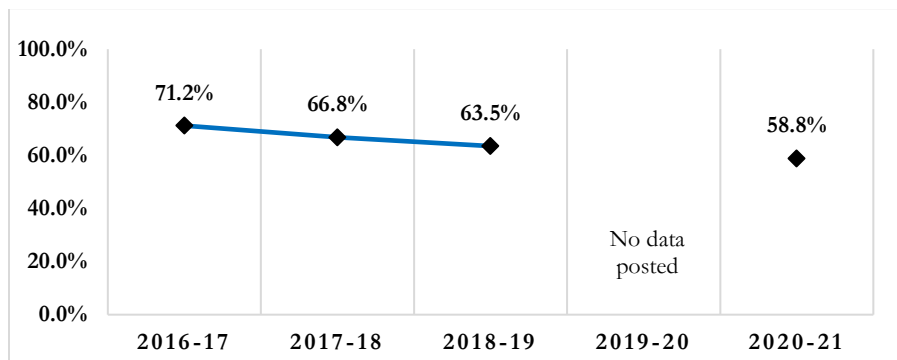
WHAT ELSE DO YOU NOTICE?

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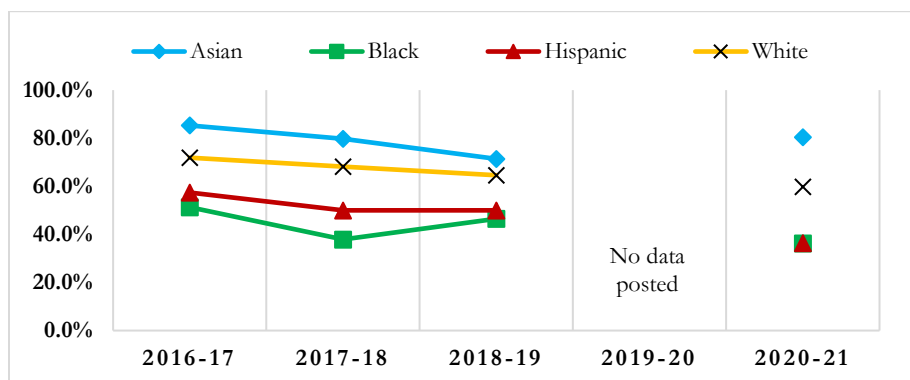
STUDENT PERFORMANCE

STATE ASSESSMENT RESULTS – GRADE 11 SAT EVIDENCE BASED READING AND WRITING - ALL STUDENTS

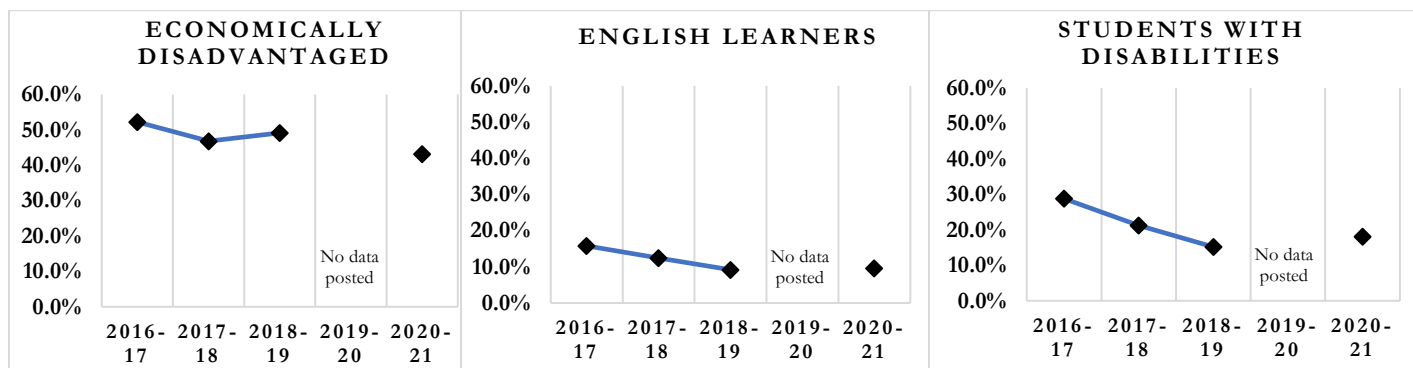
The SAT is a multiple-choice, pencil-and-paper test with essay, created and administered by the College Board. The two sections of the test are math and evidence-based reading and writing. The purpose of the SAT is to measure a high school student's readiness for college and provide colleges with one common data point that can be used to compare all applicants. The state of Michigan uses the SAT as part of the Michigan Merit Exam for accountability.



STATE ASSESSMENT RESULTS – GRADE 11 SAT EVIDENCE BASED READING AND WRITING RACE/ETHNICITY



STATE ASSESSMENT RESULTS – GRADE 11 SAT EVIDENCE BASED READING AND WRITING – OTHER GROUPS



Trends in Performance

Note: The Michigan Department of Education did not post scores during the 2019-2020 school year.

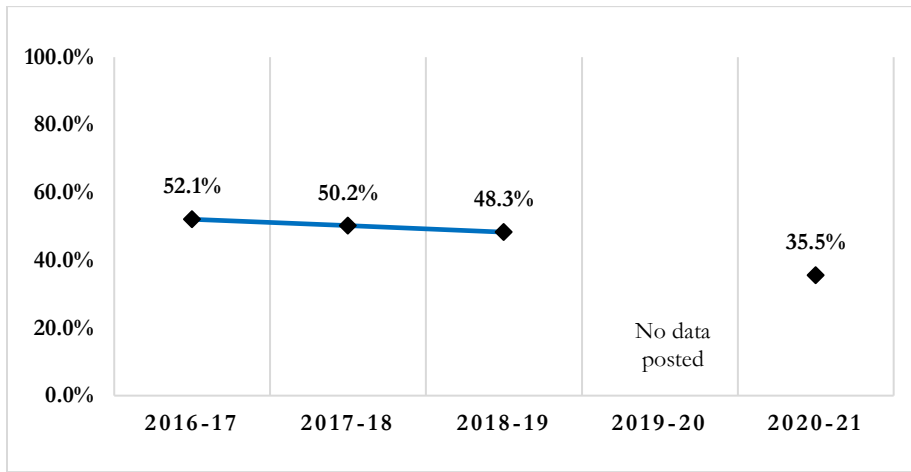
1. The percent of all students proficient or advanced proficient on the SAT EBRW section has decreased each year since 2016-2017.

WHAT ELSE DO YOU NOTICE?

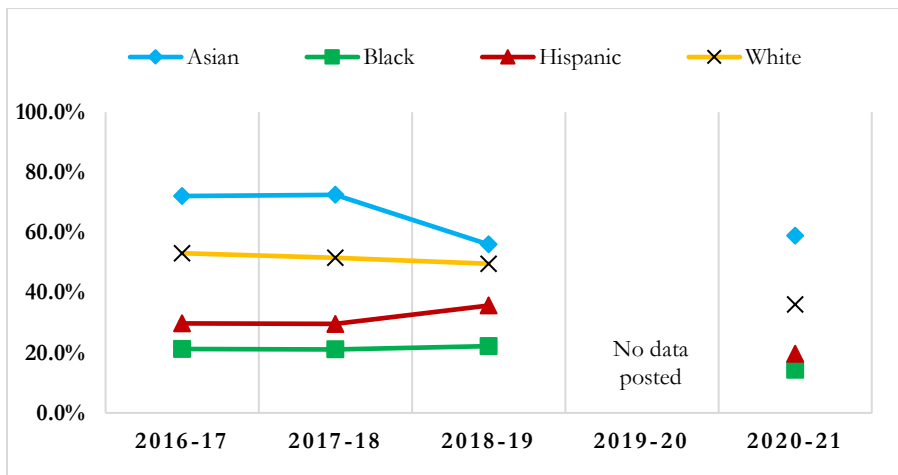
Write your observations here.

STUDENT PERFORMANCE

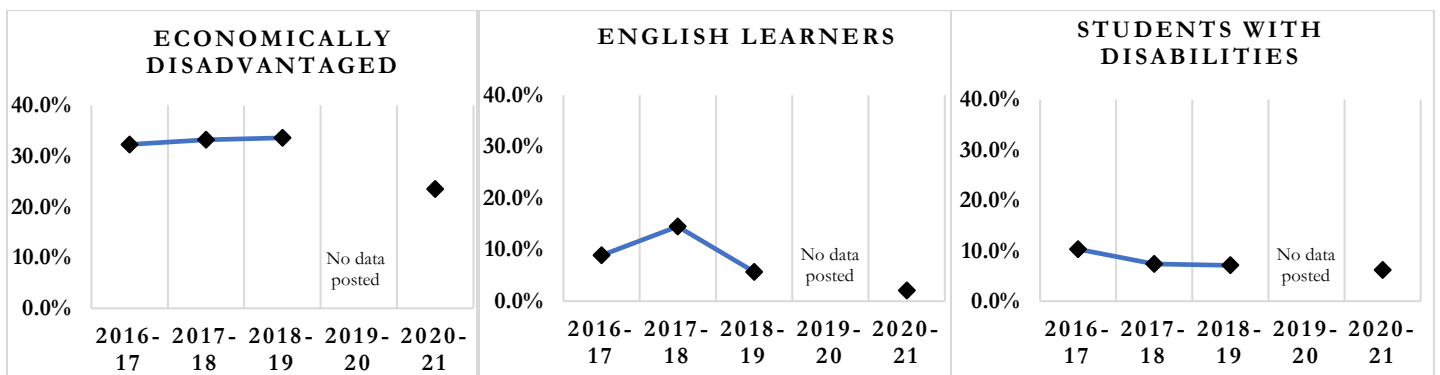
STATE ASSESSMENT RESULTS – GRADE 11 SAT MATHEMATICS - ALL STUDENTS



STATE ASSESSMENT RESULTS – GRADE 11 SAT MATHEMATICS - RACE/ETHNICITY



STATE ASSESSMENT RESULTS – GRADE 11 SAT MATHEMATICS – OTHER GROUPS



Trends in Performance

Note: The Michigan Department of Education did not post scores during the 2019-2020 school year.

1. The percent of all students proficient or advanced proficient has decreased each year since 2016-2017.

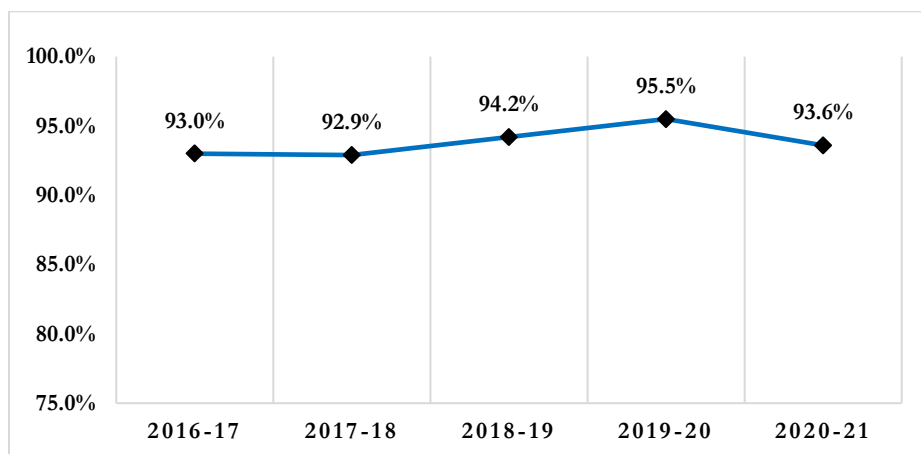
WHAT ELSE DO YOU NOTICE?

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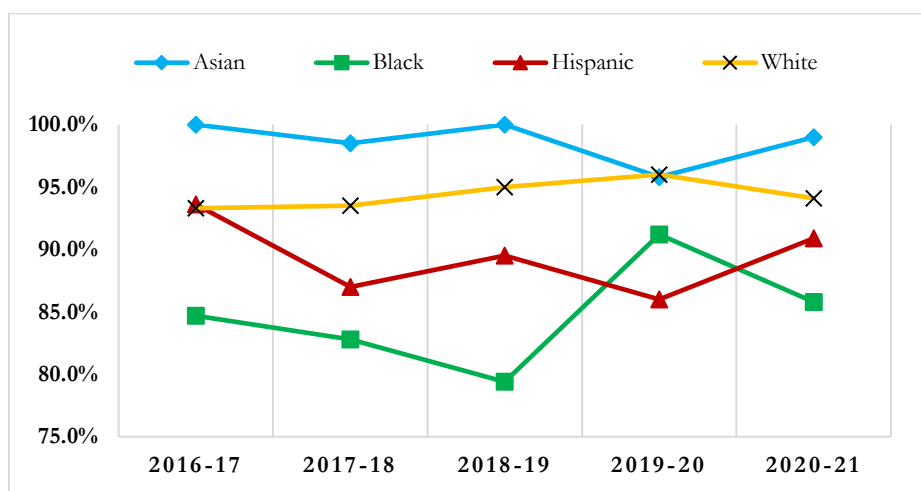
STUDENT PERFORMANCE

GRADUATION RATES – ALL STUDENTS

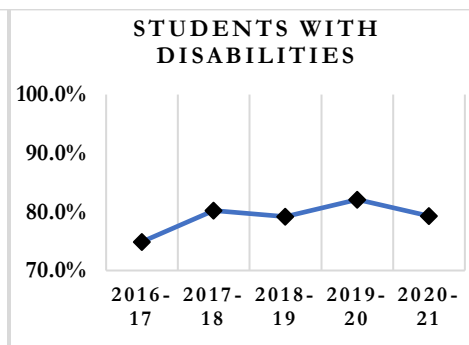
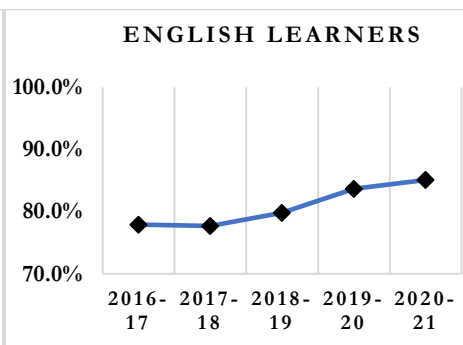
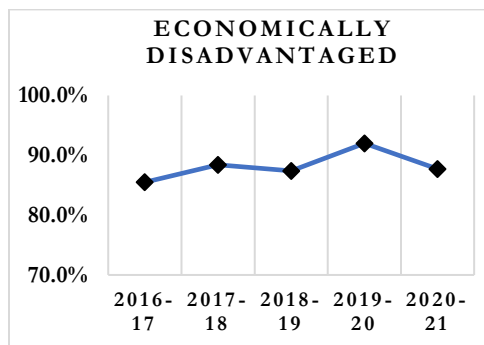
The cohort four-year graduation rate is calculated by tracking individual students who first enrolled in ninth grade four years prior to the selected school year (assigned to the selected school year cohort) and graduated four years later with a regular diploma.



GRADUATION RATES – RACE/ETHNICITY



GRADUATION RATES – OTHER GROUPS



Trends in Performance

1. All students and Black or African American and white students achieved their highest graduation rate during the 2019-2020 school year.
2. The graduation rate for English Learners has increased each year since 2016-2017.
3. Economically disadvantaged and students with disabilities achieved their highest graduation rate during the 2019-2020 school year.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

STUDENT PERFORMANCE

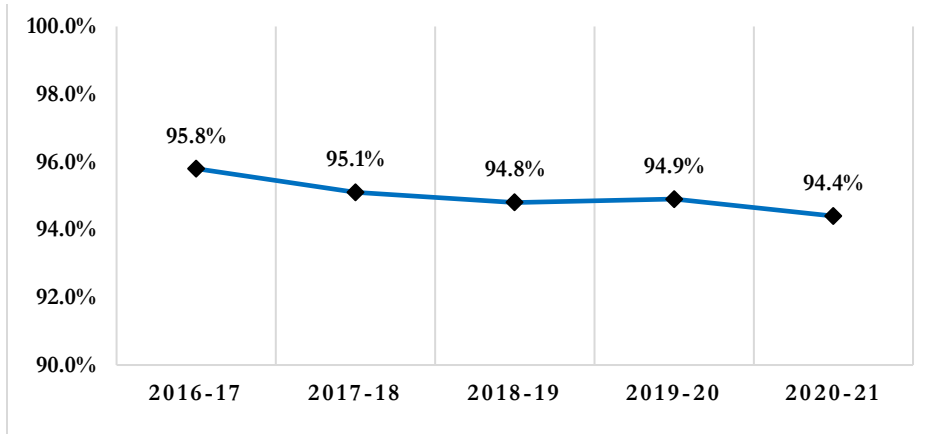
QUESTIONS FOR REFLECTION AND DISCUSSION

1. Facts – What do you see?
2. Interpretations and wonderings – What does the data suggest?
3. Implications – What does this mean for our work?
4. Next steps – So what are we going to do?

ENGAGEMENT OF STUDENTS

ATTENDANCE RATES – ALL STUDENTS

Average daily attendance. Prior to school year 2017-2018, a student was counted as absent only if they missed a full day of school. Beginning with 2017-2018, a student is considered absent if they miss more than 50% of the school day.



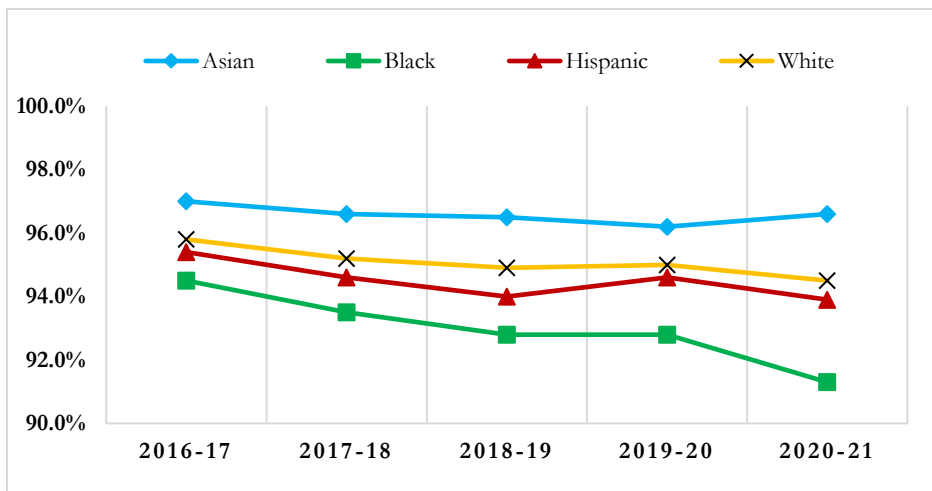
Trends in Attendance

1. The attendance rate for all students has decreased over the five-year period with the exception of the 2019-2020 school year.

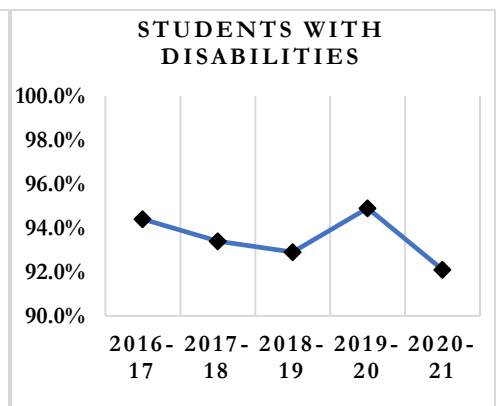
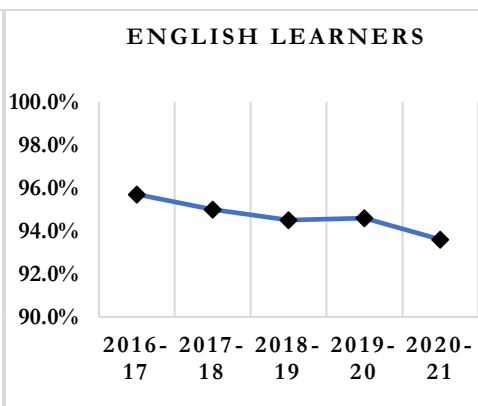
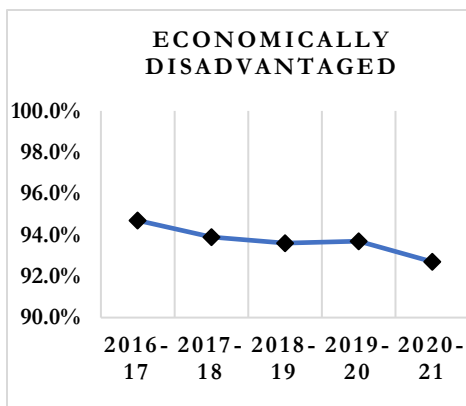
WHAT ELSE DO YOU NOTICE?

Write your observations here.

ATTENDANCE RATES – RACE/ETHNICITY



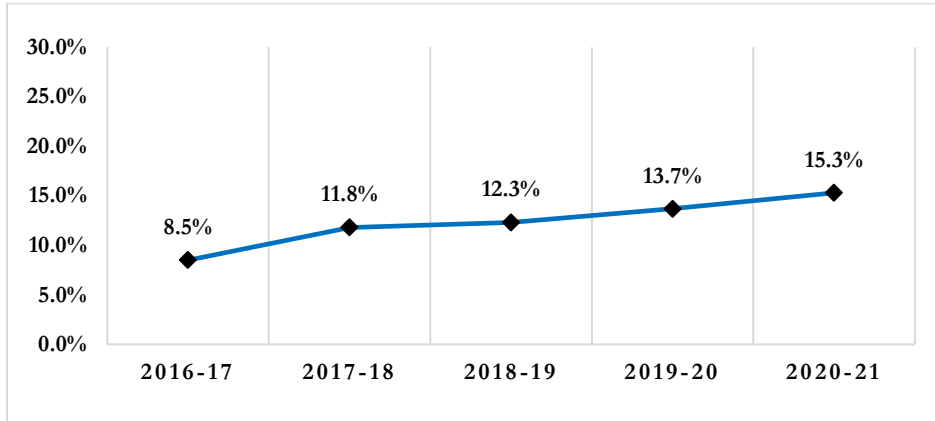
ATTENDANCE RATES – OTHER



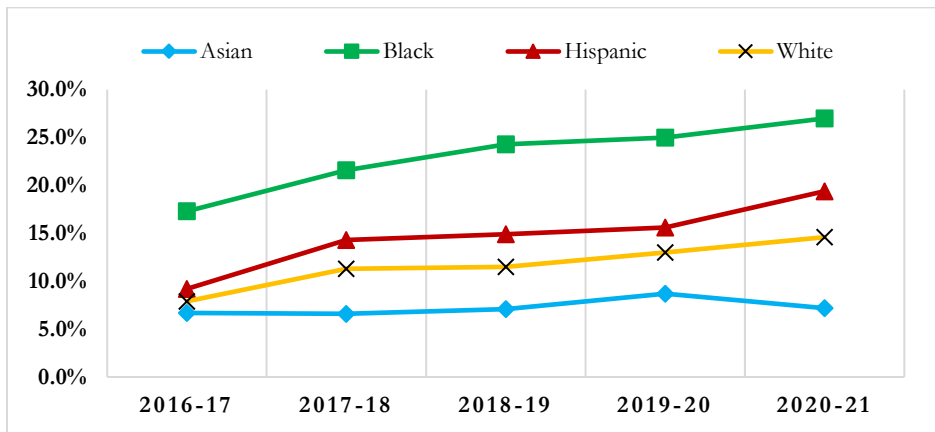
ENGAGEMENT OF STUDENTS

ATTENDANCE RATES – CHRONICALLY ABSENT ALL STUDENTS

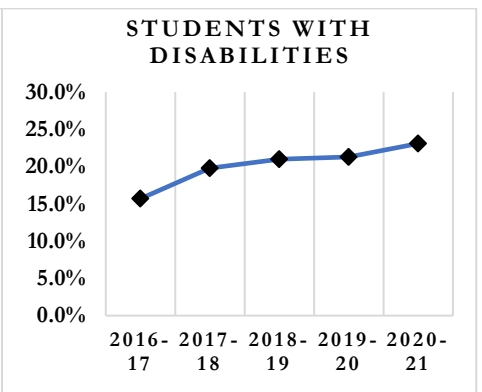
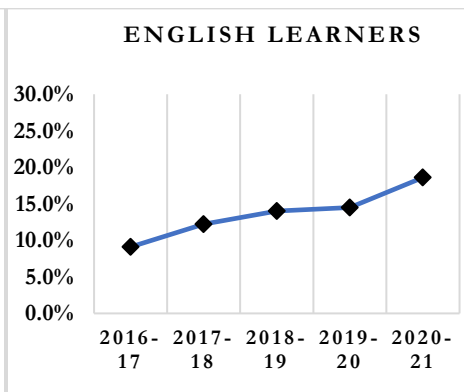
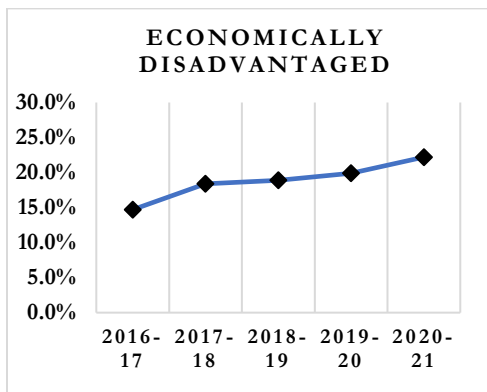
Prior to 2017, students were chronically absent if they missed more than 10 days in a school year. Beginning in 2017, students are considered chronically absent if they miss at least 10 percent of the instructional days that they were enrolled to attend in a school year.



ATTENDANCE RATES – CHRONICALLY ABSENT RACE/ETHNICITY



ATTENDANCE RATES – CHRONICALLY ABSENT OTHER



Trends in Attendance

1. The percent of all students considered chronically absent increased each year over the five-year period.
2. The percent of economically disadvantaged students, English learners, and students with disabilities considered chronically absent increased each year over the five-year period.

WHAT ELSE DO YOU NOTICE?

Write your observations here.

ENGAGEMENT OF STUDENTS

MICHIGAN PROFILE FOR HEALTHY YOUTH SURVEY RESULTS

The Michigan Profile for Healthy Youth (MiPHY) is an online, anonymous student survey developed by the Michigan Department of Education in collaboration with the Michigan Department of Community Health and administered every two years. The MiPHY is available to all Michigan schools to assess risk behaviors, risk factors and protective factors associated with alcohol, tobacco, and other drug use, violence, sexual behavior, physical activity, and nutrition in Grades 7, 9, and 11.

SCHOOL DOMAIN - GRADE 7

	2019-2020	2021-2022
Percentage of students whose school lets their parents know when they have done something well.	34.0%	30.4%
Percentage of students who feel safe at school.	83.4%	81.8%
Percentage of students whose teachers praise them when they work hard in school.	45.3%	43.9%
Percentage of students who have lots of chances to talk with a teacher one-on-one at school.	N/A	83.0%
Percentage of students who have lots of chances to be part of the class discussions or activities.	N/A	82.9%
Percentage of students whose teachers notice when they are doing a good job and let them know about it.	N/A	61.8%

FAMILY DOMAIN - GRADE 7

	2019-2020	2021-2022
Percentage of students whose parents notice when they are doing a good job and let them know.	77.8%	71.1%
Percentage of students who could ask their mom or dad for help with personal problems.	86.8%	82.1%
Percentage of students whose parents give them lots of chances to do fun things with them.	N/A	82.0%

COMMUNITY DOMAIN - GRADE 7

	2019-2020	2021-2022
Percentage of students who know adults in the neighborhood they could talk to about something important.	N/A	51.0%
Percentage of students who know people in their neighborhood who encourage them to do their best.	N/A	42.3%

INDIVIDUAL AND PEER DOMAIN - GRADE 7

	2019-2020	2021-2022
Percentage of students who reported that their friends would feel it was wrong or very wrong to be in a physical fight.	N/A	68.9%
Percentage of students who have at least one best friend who liked school during the past year.	N/A	79.6%
Percentage of students who have at least one best friend who tried to do well in school during the past year.	N/A	95.8%

ENGAGEMENT OF STUDENTS

MiPHY SURVEY RESULTS

SCHOOL DOMAIN – GRADES 9 AND 11

	2019-2020	2021-2022
Percentage of students whose school lets their parents know when they have done something well.	24.0%	21.2%
Percentage of students who feel safe at school.	75.7%	73.3%
Percentage of students whose teachers praise them when they work hard in school.	39.4%	39.7%
Percentage of students who have lots of chances to talk with a teacher one-on-one at school.	N/A	84.6%
Percentage of students who have lots of chances to be part of the class discussions or activities.	N/A	83.8%
Percentage of students whose teachers notice when they are doing a good job and let them know about it.	N/A	51.6%

FAMILY DOMAIN – GRADES 9 AND 11

	2019-2020	2021-2022
Percentage of students whose parents notice when they are doing a good job and let them know.	66.7%	60.9%
Percentage of students who could ask their mom or dad for help with personal problems.	79.4%	77.1%
Percentage of students whose parents give them lots of chances to do fun things with them.	N/A	74.3%

COMMUNITY DOMAIN – GRADES 9 AND 11

	2019-2020	2021-2022
Percentage of students who know adults in the neighborhood they could talk to about something important.	N/A	47.7%
Percentage of students who know people in their neighborhood who encourage them to do their best.	N/A	36.3%

INDIVIDUAL AND PEER DOMAIN – GRADES 9 AND 11

	2019-2020	2021-2022
Percentage of students who reported that their friends would feel it was wrong or very wrong to be in a physical fight.	N/A	61.8%
Percentage of students who have at least one best friend who liked school during the past year.	N/A	67.9%
Percentage of students who have at least one best friend who tried to do well in school during the past year.	N/A	93.0%

ENGAGEMENT OF STUDENTS

QUESTIONS FOR REFLECTION AND DISCUSSION

1. Facts – What do you see?
2. Interpretations and wonderings – What does the data suggest?
3. Implications – What does this mean for our work?
4. Next steps – So what are we going to do?

STAKEHOLDER PERCEPTIONS

KEY FINDINGS FROM THE STAFF, ADMINISTRATOR, AND BOARD OF EDUCATION SURVEY

During the months of November and December 2021, UCS partner, Hanover Research, administered a survey to all district staff, administrators, and the members of the Board of Education.

PERFORMANCE COMPARED TO EXPECTATIONS

Respondents were asked to indicate the degree to which the district was meeting expectations in teaching and learning, district culture, leadership, resources and operations.

Teaching and Learning	Evaluating Programs
<p><u>Strengths</u> Most respondents (90%) rate <i>monitoring student trajectories toward graduation</i> and <i>delivering a challenging curriculum</i> as meeting or exceeding expectations.</p> <p><u>Areas for Improvement</u> More than half of respondents (56%) rate <i>eliminating performance gaps between groups of students</i> as meeting or exceeding expectations, followed by <i>providing academic supports for at-risk students</i> (57%).</p>	<p><u>Strengths</u> More than 80% of respondents rate <i>collecting data and information on program performance</i> (81%) as meeting or exceeding expectations, followed by <i>collecting data and information on program implementation</i> (80%).</p> <p><u>Areas for Improvement</u> Less than half of respondents (43%) rate <i>assessing program impact on student behavior</i> as meeting or exceeding expectations, followed by <i>ensuring funding for programs and resources that support historically marginalized student groups</i> (49%).</p>
Building Safe and Supportive Environments	Engaging Families and Communities
<p><u>Strengths</u> More than 70% of respondents rate <i>supporting students from diverse backgrounds</i> (71%) and <i>encouraging positive forms of behavior</i> (71%) as meeting or exceeding expectations.</p> <p><u>Areas for Improvement</u> Only 20% of respondents rate <i>addressing staffs' mental health and well-being</i> as meeting or exceeding expectations, followed by <i>promoting a culture that values and supports staffs' personal and professional needs</i> (46%).</p>	<p><u>Strengths</u> Most respondents (85%) rate <i>communicating with families</i> as meeting or exceeding expectations, followed by <i>communicating in the languages spoken in our communities</i> (77%).</p> <p><u>Areas for Improvement</u> Nearly three-fifths of respondents (58%) rate <i>communicating with staff</i> as meeting or exceeding expectations followed by <i>partnering with business and industry to support student learning</i> (67%).</p>
Recruiting, Developing, and Retaining Talent	Improving Operations
<p><u>Strengths</u> Nearly two-thirds of respondents (63%) rate <i>evaluating staff performance</i> as meeting or exceeding expectations, followed by <i>recruiting high-quality staff</i> (54%).</p> <p><u>Areas for Improvement</u> Less than a quarter of respondents (23%) rate <i>monitoring staff satisfaction</i> as meeting or exceeding expectations, followed by <i>understanding the causes of staff attrition</i> (25%).</p>	<p><u>Strengths</u> More than two-thirds of respondents (68%) rate <i>assessing calendar and scheduling options</i> as meeting or exceeding expectations, followed by <i>making proactive data-informed decisions based on external environmental developments</i> (64%).</p> <p><u>Areas for Improvement</u> One-fifth of respondents (20%) rate <i>maintaining optimal staffing levels</i> as meeting or exceeding expectations, followed by <i>ensuring all staff have the right tools and equipment to carry out their responsibilities</i> (31%).</p>

STAKEHOLDER PERCEPTIONS

RECOMMENDED FUTURE PRIORITIES FROM THE STAFF, ADMINISTRATOR, AND BOARD OF EDUCATION SURVEY

Respondents were asked to indicate the degree to which areas within each of the categories should be a priority of the district.

<p>Teaching and Learning</p> <p>More than half of respondents (52%) indicate that <i>providing academic supports for at-risk students</i> is one of their top two priorities over the next year, followed by 38% of respondents who would like to prioritize <i>delivering a relevant and engaging curriculum</i>.</p>	<p>Evaluating Programs</p> <p>Nearly two-thirds of respondents (61%) indicate that <i>assessing program impact on student behavior</i> is one of their top two priorities over the next year, followed by 44% of respondents who would like to prioritize <i>ensuring funding for programs and resources that support historically marginalized student groups</i>.</p>
<p>Building Safe and Supportive Environments</p> <p>More than one-third of respondents (67%) indicate that <i>addressing staffs' mental health and well-being</i> is one of their top three priorities over the next year, followed by <i>promoting a culture that values and supports staffs' personal and professional needs</i> (47%) and <i>addressing students' mental health and well-being</i> (47%).</p>	<p>Engaging Families and Communities</p> <p>More than half of respondents (56%) indicate that <i>communicating with staff</i> is one of their top two priorities over the next year, followed by 37% of respondents who would like to prioritize <i>encouraging parents to engage in their child's school</i>.</p>
<p>Recruiting, Developing, and Retaining Talent</p> <p>More than half of respondents (52%) indicate that <i>retaining high-quality staff</i> is one of their top two priorities over the next year, followed by 50% of respondents who would like to prioritize <i>monitoring staff satisfaction</i>.</p>	<p>Improving Operations</p> <p>Three-fifths of respondents (60%) indicate that <i>ensuring all staff have the right tools and equipment to carry out their responsibilities</i> is one of their top two priorities over the next year, followed by 57% of respondents who would like to prioritize <i>maintaining optimal staffing levels</i>.</p>

STAKEHOLDER PERCEPTIONS

KEY FINDINGS FROM THE PARENT AND SECONDARY STUDENT SURVEY

During the month of March 2022, UCS partner, Hanover Research, administered a survey to all parents and students in grades 7-12.

PERFORMANCE COMPARED TO EXPECTATIONS

Respondents were asked to indicate the degree to which the district was meeting expectations in teaching and learning, district culture, leadership, resources and operations.

Teaching and Learning	Evaluating Programs
<p><u>Strengths</u> Nearly all respondents (90%) rate <i>delivering a challenging curriculum</i> as meeting or exceeding expectations.</p> <p><u>Areas for Improvement</u> Nearly three-fifths (57%) of respondents rate <i>providing academic supports for at-risk students</i> as meeting or exceeding expectations.</p>	<p><u>Strengths</u> More than 80% of respondents rate <i>assessing program impact on student academic achievement</i> (85%), <i>monitoring program participation to ensure equitable access</i> (86%) and <i>collecting data and information on program performance</i> (86%) as meeting or exceeding expectations.</p> <p><u>Areas for Improvement</u> Half of the respondents (50%) rate <i>ensuring funding for programs that support historically marginalized student groups</i> as meeting or exceeding expectations.</p>
Building Safe and Supportive Environments	Engaging Families and Communities
<p><u>Strengths</u> More than 80% of respondents rate <i>monitoring stakeholder feedback to ensure all groups regardless of background, feel welcome at district, school, and school-sponsored events</i> (82%), <i>fostering a positive district culture and climate where stakeholders from all backgrounds feel welcome</i> (71%), <i>supporting students from diverse backgrounds</i> (84%), and <i>encouraging positive forms of behavior</i> (83%) as meeting or exceeding expectations.</p> <p><u>Areas for Improvement</u> Three-fifths (60%) of respondents rate <i>addressing students' mental health and well-being</i> as meeting or exceeding expectations, followed by <i>developing students' social-emotional skills</i> (65%).</p>	<p><u>Strengths</u> Most respondents (85%) rate <i>communicating with families</i> as meeting or exceeding expectations, followed by <i>communicating in the languages spoken in our communities</i> (77%).</p> <p><u>Areas for Improvement</u> Over half (53%) of the respondents rate <i>providing resources and support to families from diverse backgrounds</i> as meeting or exceeding expectations.</p>
Recruiting, Developing, and Retaining Talent	Improving Operations
<p><u>Strengths</u> More than three-quarters of respondents (78%) rate <i>retaining high-quality staff, recruiting high-quality staff, and ensuring all staff members have the latest training and development to meet all student needs</i> as meeting or exceeding expectations.</p> <p><u>Areas for Improvement</u> Over half (52%) of respondents rate <i>recruiting staff who are as diverse as the student body</i> as meeting or exceeding expectations.</p>	<p><u>Strengths</u> Most respondents (84%) rate <i>assessing calendar and scheduling options</i> as meeting or exceeding expectations, followed by <i>making proactive data-informed decisions based on external environmental developments</i> (82%).</p> <p><u>Areas for Improvement</u> Over half (55%) of respondents rate <i>budgeting strategically with sustainability as a focus</i> followed by <i>expanding, updating, and/or remodeling facilities (including schools, athletic areas, and grounds)</i> as meeting or exceeding expectations.</p>

STAKEHOLDER PERCEPTIONS

RECOMMENDED FUTURE PRIORITIES FROM THE PARENT AND SECONDARY STUDENT SURVEY

Respondents were asked to indicate the degree to which areas within each of the categories should be a priority of the district.

<p style="text-align: center;">Teaching and Learning</p> <p>A plurality of respondents (43%) indicate that <i>delivering a relevant and engaging curriculum</i> is one of their top four priorities over the next year, followed by 34% of respondents who would like to prioritize <i>fostering the continuous development of 21st-century skills for students</i>.</p>	<p style="text-align: center;">Evaluating Programs</p> <p>Nearly two-thirds of respondents (58%) indicate that <i>assessing program impact on student academic achievement</i> is one of their top four priorities over the next year, followed by 52% who would like to prioritize <i>assessing program impact on student academic behavior</i>.</p>
<p style="text-align: center;">Building Safe and Supportive Environments</p> <p>Just over half of respondents (53%) indicate that <i>addressing students' mental health and well-being</i> is one of their top four priorities over the next year, followed by <i>developing students' social-emotional skills</i> (39%) and <i>strengthening school safety</i> (35%).</p>	<p style="text-align: center;">Engaging Families and Communities</p> <p>About one-third of respondents (35%) indicate that <i>involving parents in their child's learning</i> is one of their top four priorities over the next year, followed by 34% of respondents who would like to prioritize <i>communicating with families</i>.</p>
<p style="text-align: center;">Recruiting, Developing, and Retaining Talent</p> <p>More than half of respondents (57%) indicate that <i>retaining high-quality staff</i> is one of their top four priorities over the next year, followed by 54% of respondents who would like to prioritize <i>recruiting high-quality staff</i>.</p>	<p style="text-align: center;">Improving Operations</p> <p>A plurality of respondents (39%) indicate that <i>expanding, updating, and/or remodeling facilities</i> is one of their top four priorities over the next year, followed by 38% of respondents who would like to prioritize <i>maintaining optimal staffing levels</i> and <i>ensuring facilities support the safety and security of all students</i>.</p>

STAKEHOLDER PERCEPTIONS

ANALYSIS OF STAKEHOLDER PERCEPTIONS - RECOMMENDATIONS

An analysis of the survey results conducted by UCS partner, Hanover Research, give rise to the following recommendations.

TEACHING AND LEARNING - UCS should improve the teaching and learning process by providing academic resources and supports for students and assessing program impact on student behavior.

Although school and district staff rate strategic areas related to program evaluation as positive expectations, they consider focus on particular areas which are not highly meeting expectations. The top three priorities in the future are *providing academic supports for at-risk students, assessing program impact on student behavior, and ensuring funding for programs and resources that support historically marginalized student groups.*

DISTRICT CULTURE - UCS should devote resources to supporting student mental health and well-being.

The district fares well with respondents on building supportive and safe learning environments. However, *addressing students' mental health and well-being* is the single area most respondents identify as not meeting expectations, followed by *developing students' social-emotional skills*. A majority of respondents also rate the former as a top priority in the next year. Therefore, UCS should bolster supports for developing students' social-emotional skills and mental well-being in the coming year.

DISTRICT CULTURE - UCS should identify opportunities to provide additional resources and support for staff members mental health, well-being, personal and professional needs.

Survey results show that respondents perceive that *promoting a culture that values and supports staffs' personal and professional needs* and *addressing staffs' mental health and well-being* meet low expectations.

RESOURCES - UCS should continue to focus on *recruiting and retaining high-quality staff*, preferably those that match the diversity of the student body.

Most respondents feel UCS is meeting expectations in terms of hiring and keeping high-quality staff, but a majority also place these among their top priorities for the next year. This indicates that while the district is performing adequately in this area, respondents feel more needs to be done. In addition, a large share of respondents indicate the district is not meeting expectations in *recruiting and retaining staff who are as diverse as the student body* itself.

STAKEHOLDER PERCEPTIONS

ANALYSIS OF STAKEHOLDER PERCEPTIONS - RECOMMENDATIONS

DISTRICT CULTURE - UCS can better explore ways to communicate with staff and create engagement between parents and their child's school.

Although more than half of respondents rate that *communicating with staff* meets or exceeds expectations, this area has the lowest expectation rate. Thus, over half of respondents indicate that it should be mostly prioritized in the future. Furthermore, school and district staff indicate that *encouraging parents to engage in their child's school* is another top priority.

LEADERSHIP - UCS should focus on key performance indicators and further prioritize enhancing district leadership.

Narrowing UCS' focus on district priorities will help UCS improve in specialized areas, particularly areas where UCS stakeholders indicate that UCS is not meeting expectations. UCS should focus on *monitoring key performance indicators and establishing key performance indicators*. In addition, UCS could prioritize *developing and placing effective school leaders and district leaders* over the next year.

OPERATIONS - UCS can explore updates or expansions to current facilities to ensure security and necessary accommodation of all students.

About one-third of respondents identify that *expanding, updating, and/or remodeling facilities* do not currently meet expectations. A nearly equal proportion also identify this as a top priority for the coming year, in addition to *ensuring facilities support the safety and security of all students* and *ensuring facilities meet the needs of all students*.

STAKEHOLDER PERCEPTIONS

QUESTIONS FOR REFLECTION AND DISCUSSION

1. Facts – What do you see?
2. Interpretations and wonderings – What does the data suggest?
3. Implications – What does this mean for our work?
4. Next steps – So what are we going to do?

HUMAN AND FINANCIAL RESOURCES

PROFILE OF WORKFORCE

Utica Community Schools employs over 2,500 individuals in full and part-time positions to provide service to students.

Department	Full-Time Equivalency
UEA Professional Staff	1,489
Paraprofessionals	347
Transportation	155
Clerical	140
Community Education	122
Food Service	112
Building Administration	56
Central Administration	40
Skilled Trades	22
Exclusions	11
Mechanics	11
UFT Professional Staff (Utica Alternative Learning Center)	9
Total Employees	2,514

HUMAN AND FINANCIAL RESOURCES

The district receives revenue from local, state, and federal sources. Local sources of revenue include taxes on non-homestead and all property. The district receives funding from the state of Michigan in the form of a foundation allowance for each student based on enrollment along with state grants and categoricals. Federal funds are allocated to support students with specific learning needs. Federal revenue increased in 2020-2021 as a result of the Elementary and Secondary School Emergency Relief funds intended to support the ongoing COVID-19 recovery in the areas of academic achievement and growth as well as the health and safety of students and staff. The charts reflect revenue budgeted and the actual amount received.

REVENUE - BUDGET

Revenues:	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Local	29,769,219	30,306,327	31,849,803	33,479,863	34,584,002
State	223,898,644	227,859,167	226,643,701	215,522,443	234,387,590
Federal	11,638,530	11,448,054	11,944,863	11,621,440	31,813,643
Transfers In	1,454,117	495,850	1,878,607	1,070,061	646,387
Interdistrict and Other	11,948,686	6,408,657	6,279,268	6,758,694	18,179,091
Total	278,709,196	276,518,055	278,596,242	268,452,501	319,610,713

REVENUE – ACTUAL

Revenues:	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Local	30,028,680	30,395,051	32,249,770	32,823,267	34,175,352
State	222,977,447	226,750,599	224,104,741	226,180,016	232,544,051
Federal	10,443,419	10,275,915	10,403,301	10,228,980	24,746,994
Transfers In	1,773,248	753,870	2,152,119	1,432,455	772,698
Interdistrict and Other	11,619,311	6,186,893	6,102,130	6,368,253	18,111,257
Total	276,842,105	274,362,328	275,012,061	277,032,971	310,350,352

HUMAN AND FINANCIAL RESOURCES

The expenditures include the purchase of materials, supplies, equipment and the compensation for personnel in each identified area. The charts reflect expenditures budgeted and the actual amount spent.

EXPENDITURES – BUDGET

<u>Expenditures:</u>	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Instruction and Instructional Support	224,918,650	222,804,383	220,095,829	223,938,962	242,343,956
School Administration	14,792,573	14,700,834	14,397,471	14,824,595	15,633,456
Business and General Administration	6,954,410	7,183,619	7,580,257	7,773,821	8,307,356
Operations	18,352,223	18,718,549	20,302,811	20,725,029	22,961,302
Transportation	11,416,955	11,769,298	11,891,604	11,477,701	9,884,917
Athletics	3,057,815	3,127,076	3,071,008	2,837,764	3,176,159
Other	517,843	397,379	429,469	580,285	1,697,235
Totals	280,010,469	278,701,138	277,768,449	282,158,157	304,004,381

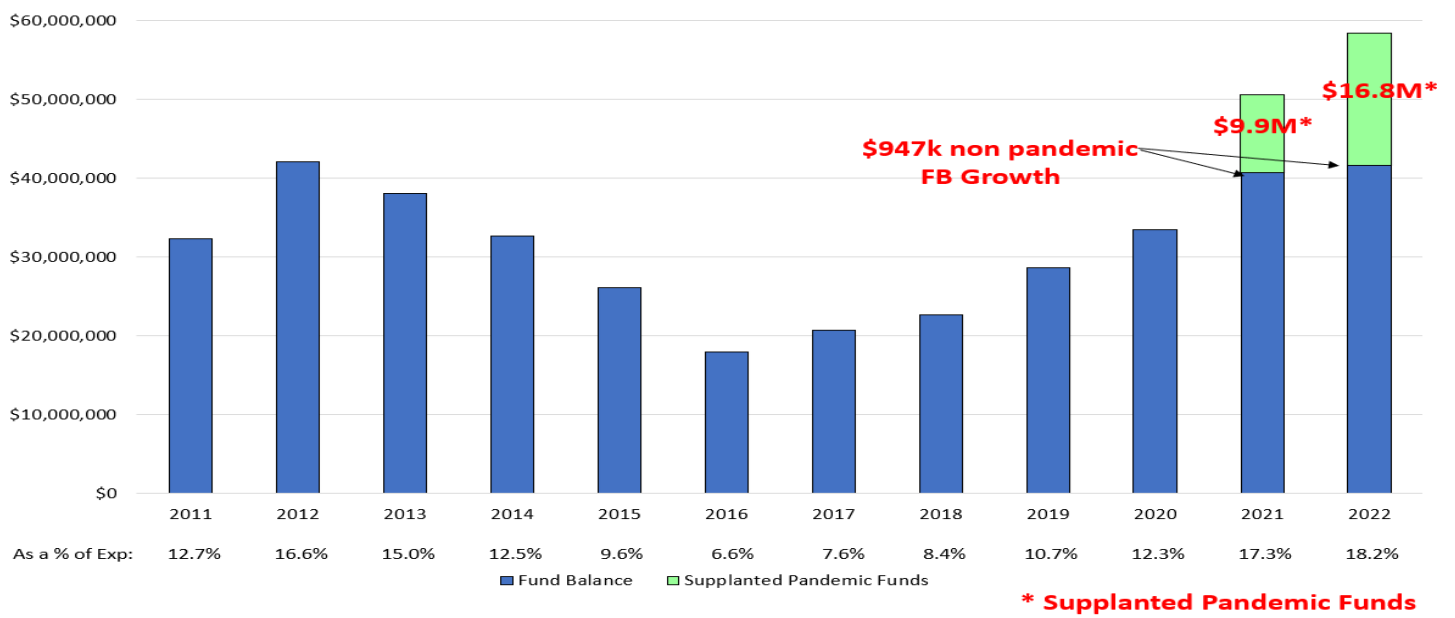
HUMAN AND FINANCIAL RESOURCES

EXPENDITURES – ACTUAL

<u>Expenditures:</u>	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Instruction and Instructional Support	221,560,466	218,818,384	214,545,868	217,741,198	235,528,122
School Administration	14,707,348	14,642,582	14,262,829	14,575,589	15,260,142
Business and General Administration	6,889,987	6,959,947	6,672,923	7,139,351	7,828,630
Operations	16,831,653	17,900,205	19,406,625	19,455,309	21,595,047
Transportation	10,730,428	10,861,922	10,971,239	10,257,331	8,796,967
Athletics	2,975,194	2,972,809	2,967,610	2,679,547	2,961,681
Other	361,846	233,972	232,298	323,966	1,316,610
Totals	274,056,922	272,389,821	269,059,392	272,172,291	293,287,199

FUND BALANCE HISTORY

Fund balance represents the net cash after all revenues have been deposited and expenditures have been paid.



HUMAN AND FINANCIAL RESOURCES

QUESTIONS FOR REFLECTION AND DISCUSSION

1. Facts – What do you see?
2. Interpretations and wonderings – What does the data suggest?
3. Implications – What does this mean for our work?
4. Next steps – So what are we going to do?