

Chino Valley Unified School District

Yavapai County
Operational peer group: D
Legislative districts: 1

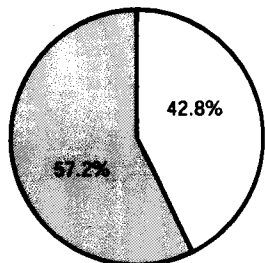
District size: Medium-Large
Students attending: 2,603
Number of schools: 4

OPERATIONAL EFFICIENCY

Average per-pupil spending

District
State

Classroom
\$4,029
\$4,497



Nonclassroom
\$3,017
\$3,411

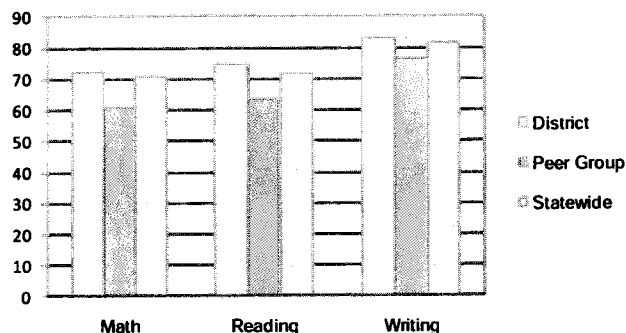
Total
\$7,046
\$7,908

5-year trend

Total spending per pupil increased by 30 percent. Spending in the classroom remained varied year to year and decreased overall from 57.9 to 57.2 percent. Spending on student support increased, while spending in other nonclassroom areas remained fairly stable.

STUDENT ACHIEVEMENT AND TEACHER INFORMATION

Percentage of students meeting state standards (AIMS)



Adequate Yearly Progress (AYP) toward federal goals

4 schools met all applicable AYP objectives for NCLB.

District's cost measures relative to peer group

Operational Area	Measure	District	Peer Average	State Average
	Cost per pupil		\$775	\$729
	Students per administrator	68	61	66
Plant Operations	Cost per square foot	\$5.53	\$6.13	\$6.40
	Square footage per student	127	168	144
Food Service	Cost per meal equivalent	\$2.57	\$2.64	\$2.53
Transportation	Cost per mile	\$2.96	\$2.96	\$3.36
	Miles per rider	297	307	271

Very low Low Comparable

Student and teacher information

Measure	District	Peer average	State average
Attendance rate	93%	94%	95%
Graduation rate (2008)	73%	75%	75%
Poverty rate	21%	29%	19%
Student/teacher ratio	17.8	17.6	17.1
Average teacher salary	\$42,437	\$44,586	\$45,209
Average years' experience	9.5	10.4	8.3
Percent of teachers in first 3 years	19%	23%	16%

Proposition 301

Teacher pay

On average, each teacher earned \$4,935 in additional salary, and each librarian, speech pathologist, counselor, and psychologist earned between \$5,057 and \$6,416.

Per-pupil spending by function

	District		Peer	State	National
	2008	2009	2009	2009	2007
Total	\$6,970	\$7,046	\$7,896	\$7,908	\$9,683
Classroom dollars	\$4,030	\$4,029	\$4,312	\$4,497	\$5,903
Nonclassroom dollars:	\$2,940	\$3,017	\$3,584	\$3,411	\$3,780
Administration	821	848	775	729	1,050
Plant Operations	669	703	1,032	920	951
Food Service	426	446	365	382	369
Transportation	431	390	397	343	406
Student Support	425	467	629	594	512
Instruction Support	168	163	380	431	470
Other	0	0	6	12	22

Performance pay plan goals and results

Type of goal	Goal met?
Student achievement	■
Dropout/ graduation rates	■
Student attendance	■
Parent/student satisfaction	■
Teacher attendance	■
Teacher professional development	■
Teacher evaluations	■
Tutoring	■
Other	■

■ = yes, □ = no, and ▲ = partially



Arizona School Boards Association

IMPORTANT INFORMATION FOR ASBA MEMBERS

Arizona Auditor General's Report on Classroom Spending in 2009

The Auditor General's report "Arizona Public School Districts' Dollars Spent in the Classroom Fiscal Year 2009" was released today (Feb. 25, 2010). It provides a snapshot of how Arizona's school districts are spending the funds they receive. The report categorizes dollars spent in two broad categories: "Classroom Instruction" (or "dollars spent in the classroom") and "Non-classroom." Unfortunately, because these category designations are overly simplistic, the meaning of the auditor general's findings are often misunderstood or misrepresented.

MAKING SENSE OF THE CATEGORIES

The "dollars in the classroom" category does not capture all dollars that daily and directly support and benefit students. In fact, approximately 80 percent of ALL school district expenditures are for direct services to students; this includes all "dollars in the classroom" as well as the vast majority of "non-classroom" dollars. Therefore, it must not be construed, and should not be implied, that "non-classroom" dollars are being wasted or improperly spent. Neither should any of these dollars be seen as unimportant or not directly benefitting students.

SUPPORTING STUDENTS IN THE CLASSROOM & BEYOND

For a correct interpretation of the report findings, one must understand that the "dollars spent in the classroom" category includes teachers and teachers' aides, basic classroom supplies, textbooks, software and the like, but it DOES NOT include ALL dollars spent that daily and directly support student achievement. In fact, "non-classroom dollars" is a misnomer. These dollars provide truly essential support services delivered directly to students by essential, front-line staff members including librarians, school nurses, counselors, speech pathologists, audiologists, cafeteria workers and school bus drivers. Telephone service, electricity/gas, water, waste/garbage disposal, grounds keeping and security required to simply keep schoolhouse doors open, operational and safe for student learning are also included in "non-classroom" dollars ("plant operations").

PRINCIPALS, SUPERINTENDENTS & SUPPORT STAFF

Also included in the "non-classroom" category are dollars spent at the schoolhouse level on principals, school secretaries and attendance clerks – the people that provide the support and instructional leadership for our students and teachers. Likewise, leaders at the district level, such as superintendents, business managers and staff who perform accounting, payroll, purchasing, warehousing, printing, human resources, and information technology services are counted in "non-classroom" dollars as well, despite the fact that these professionals are integral to the smooth functioning of the school system ("administration"). The amount spent on "administration" in Arizona schools is declining and is significantly lower than the national average. In 2009, just as it was in 2008, it was 9.2 %, which was 1.6 % below the national average. In 2007 it was at 9.5%, which was 1.5 % below the national average.

IS THERE A 'CORRECT' SPENDING RATIO?

Attempts are being made to legislate the percentage Arizona school districts must spend on "Classroom Instruction" at 65 percent or 65 cents per dollar received. The rationale is that more money spent "in the classroom" will improve student achievement; however, research does not support this. In fact, the figure is an arbitrary one that can actually be detrimental to student success.

Spending by category – and sub-categories – must necessarily vary by district in order to appropriately reflect the particular needs and issues that each district faces. One size doesn't fit all. A large urban district and a small rural district will need to allocate their resources differently to ensure that their students succeed. A district with a majority of low-income and minority students will need to allocate resources differently than a district in an affluent, less diverse community.

It must also be noted that shifts in spending away from "classroom instruction" do not necessarily mean less support for student learning; in fact, such shifts often represent a re-allocation of resources to individually focus on what it takes for that student to be successful.

Arizona school districts also have been hit by state-level budget cuts that directly impact their local budgets. While fixed costs (such as utilities and insurance) remain constant, these reductions in state funding necessitate a shift in spending and results in fewer dollars available for direct student support. This translates to fewer dollars available for use on teacher salaries, basic classroom supplies, textbooks, workbooks, software and the like.

FAQS

What is included in "dollars spent in the classroom" (56.9 %)?

- Teachers and teachers' aides ("classroom personnel")
- Paper and pencils ("general instructional supplies")
- Textbooks, workbooks and software ("instructional aides")
- Field trips, athletics, choir, band ("activities")

What is included in "non-classroom dollars" (43.1 %)?

- Cafeteria food and cafeteria employees to provide students breakfast and lunch ("food service")
- School buses, gas, drivers and maintenance to get students to and from school and school activities ("transportation")
- Librarians, teacher training, and the systematic planning of what is taught and learned in school ("instruction support") to ensure that students have access to high quality instruction
- Nurses, counselors, speech therapists, audiologists, English Language Learner teachers ("student support") to ensure that students learn to their fullest potential
- Telephone service, electricity/gas, water, waste/garbage disposal, grounds keeping and security required to keep schools operational and safe ("plant operations")
- At the schoolhouse level, principals, who are the instructional leaders of the school, as well as secretaries and attendance clerks ("administration")
- At the district level, superintendents, business managers and staff who perform accounting, payroll, purchasing, warehousing, printing, human resources, and information technology services ("administration") and contribute to the smooth functioning of the school system.