

LAKEVIEW MIDDLE SCHOOL



2008-09 School Accountability Report Card | Published During the 2009-10 School Year

GRADES 7-8

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Dr. Marilou Ryder
Superintendent
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Principal

District Mission Statement

Victor Valley Union High School District will prepare ALL students to become Responsible, Productive Citizens. Providing a Quality Education in a Safe, Student-focused Environment.

Principal's Message

Lakeview Middle School is one of three middle schools in the Victor Valley Union High School District (VVUHSD). We opened in August 2008. We serve an ethnically diverse population with a high percentage of students' parents commuting to work in Los Angeles or other metropolitan areas.

Our school environment fosters high expectations for each student and supports excellence for all students. All students have access to a Standards-based curriculum. Students who have not scored at proficient levels are supported with double blocked classes in English language arts, math, and reading. Students who are proficient are given core classes and a variety of enrichment electives from which to choose. All students take a physical education course. Students are supported with a daily after-school tutoring program. Some students participate in a class before the regular day starts. This class helps students with their math and English proficiency. Both the proficient and non-proficient students have a variety of interventions to help them to be successful at Lakeview Middle School.

We invite you to visit our school to attend parent meetings and to be involved in your student's education. Open communication and close cooperation between home and school are essential to ensure positive and successful educational experiences for your child.

School Safety

Safety of students and staff is a primary concern of Lakeview Middle School. Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are welcomed and required to check in at the school office upon arrival and obtain a visitor's badge and are required to return to the school office upon departure. During lunch, passing periods, before and after school, three full-time campus security, teachers, and staff supervise students and school grounds, including the cafeteria and physical education areas, to ensure a safe and orderly environment.

The Comprehensive Safe School Plan was developed by the District to comply with Senate Bill (SB) 187 of 1997. The plan provides students and staff members with a means of ensuring a safe and orderly learning environment. Each school includes the following requirements of SB187 within their safe school plans: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and District staff in the fall at the start of each school year. The Safe School Plan was most recently reviewed, updated, and discussed with school faculty on February 6, 2009.



Victor Valley Union High School District

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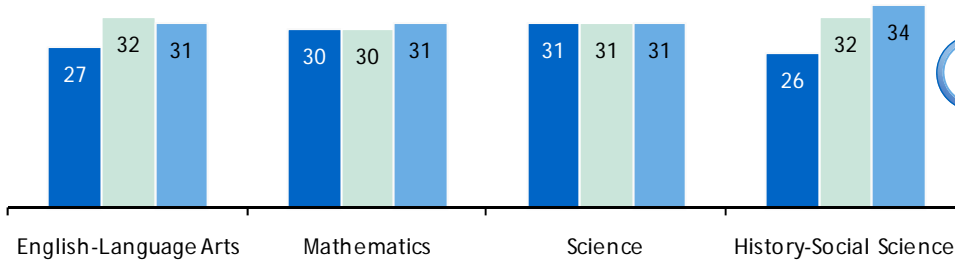
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"Learning for All, Whatever It Takes"



Class Size

The bar graphs display the three-year data for average class size.

■ 06-07 ■ 07-08 ■ 08-09

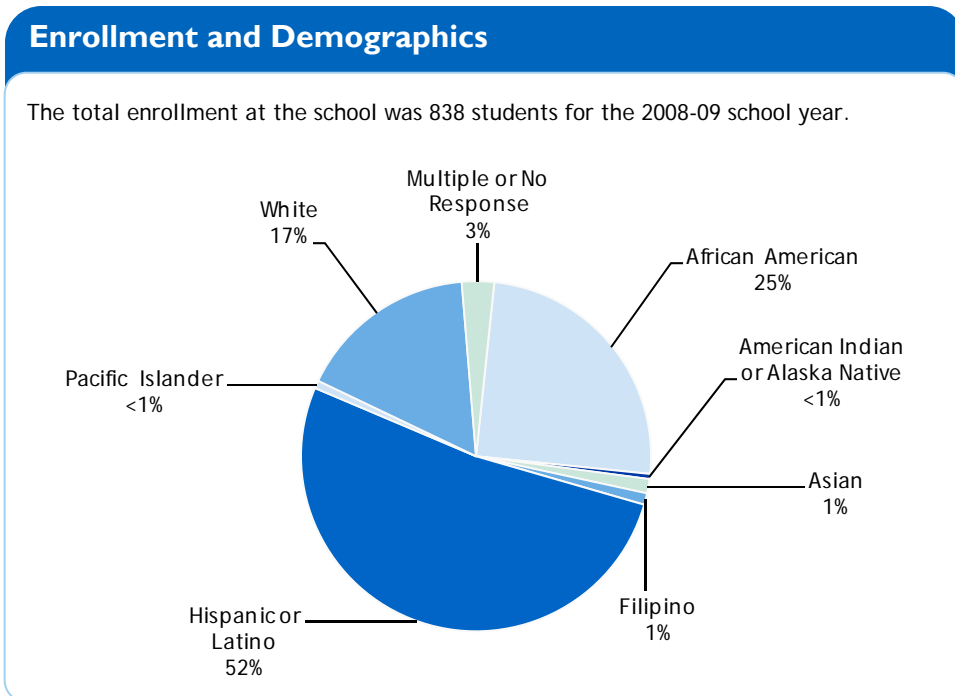


Class Size Distribution – Number of Classrooms By Size									
Subject	06-07			07-08			08-09		
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English-Language Arts	8	23	8	4	14	22	4	17	22
Mathematics	3	11	10	3	11	11		16	11
Science		8	5	1	5	5		15	7
History-Social Science	6	9	3	1	8	13		9	22

Suspension and Expulsion Rates						
	Lakeview MS			Victor Valley UHSD		
	06-07	07-08	08-09	06-07	07-08	08-09
Suspension Rate	0.733	1.173	0.053	0.435	0.405	0.224
Expulsion Rate	0.036	0.052	0.953	0.024	0.022	0.115

Suspensions and Expulsions

This table shows the rate of suspensions and expulsions (the total number of incidents divided by the school's total enrollment) for the most recent three-year period.



"Our school environment fosters high expectations for each student and supports excellence for all students."



Textbooks and Instructional Materials

Victor Valley Union High School District held a Public Hearing on October 2, 2008 and determined that each school within the District had sufficient and good quality textbooks, instructional materials, or science lab equipment, pursuant to the settlement of *Williams vs. the State of California*. All students, including English learners, are given their own individual, standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. All textbooks and instructional materials used within the District are aligned with the California State Content Standards and Frameworks and have been approved by the Board of Trustees.

A committee consisting of department chairs establishes selection criteria based on State standards, reviews instructional materials on the State list, and chooses those materials that best suit the curriculum. Committee members attend publishers' presentations at the County Office of Education. School site staff members review the chosen materials and provide feedback. The materials are available at a minimum of three school sites for preview by parents for 30 to 60 days. Adoption of the materials takes place after the committee, site teachers, and parents reach a consensus at a formal hearing.

Textbooks and Instructional Materials List		
Subject	Textbook	Adopted
English-Language Arts	Prentice Hall (7-8)	2002
Mathematics	Holt, Rinehart & Winston (7-8)	2001
Science	Prentice Hall (7-8)	2008
History-Social Science	Glencoe (7-8)	2006

Availability of Textbooks and Instructional Materials

Availability of Textbooks and Instructional Materials	
Subject	Percentage of Pupils Who Lack Their Own Assigned Textbook and Instructional Materials
Reading/Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%
Visual and Performing Arts	0%
Foreign Language	0%
Health	0%

Note: This data was most recently collected and verified in August 2009.

Professional Development

VVUHS provides high quality, research-based staff development in the areas of Math and English Language Arts and in other subject area content and strategies. District trainers and professional consultants provide training to 7-12 staff at various times of the school year during the regular school day, after school and during the summer break. In 2007-08, several teachers participated in SB472 Math, Thinking Maps, and Language! training. Teams of teachers from various sites attended the off site AVID and Response to Intervention conferences as a collaborative strategy to improve student achievement. Categorically funded teachers on assignment (instructional coaches) are at each site and support teachers in instructional planning and strategies, classroom management and data analysis. Instructional aides are being trained in reading language arts and math strategies to support the implementation of the Inclusion Model.

For the 2006-07 school year, one day was dedicated to staff and professional development. In 2007-08, no days were dedicated, and in 2008-09, two days were dedicated to staff and professional development.



School Facility Good Repair Status

The table below shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition, or poor condition.

School Facility Conditions and Improvements				
Items Inspected	Repair Status			
	Good	Fair	Poor	
Systems: Gas Systems and Pipes, Mechanical Systems (heating, ventilation, and air conditioning), Sewer	✓			
Interior: Interior Surfaces (floors, ceilings, walls, and window casings)	✓			
Cleanliness: Pest/Vermin Control, Overall Cleanliness (school grounds, buildings, rooms, and common areas)	✓			
Electrical: Electrical Systems (interior and exterior)	✓			
Restrooms/Fountains: Restrooms, Sinks/Drinking Fountains (interior and exterior)	✓			
Safety: Fire Safety Equipment, Emergency Systems, Hazardous Materials (interior and exterior)	✓			
Structural: Structural Condition, Roofs	✓			
External: Windows/Doors/Gates/Fences, Playgrounds/School Grounds	✓			
Overall Summary of Facility Condition				
	Exemplary	Good	Fair	Poor
Overall Summary	✓			

Note: The most recent school site inspection occurred on August 5, 2009, and the inspection form was most recently completed on August 5, 2009.

School Facilities

Lakeview Middle School provides a safe, clean environment for students, staff, and volunteers. School facilities include a cafeteria, multi purpose room, gymnasium, staff lounge, office, and permanent classrooms. Lakeview is allotted three full-time custodians who promptly address facility maintenance issues and clean the campus on a daily basis.

The District administers a scheduled maintenance program to ensure that all classrooms and facilities are regularly maintained to a degree of adequacy that provides for a suitable learning environment. An online work order process immediately alerts District personnel of any maintenance needed to be performed and ensures that emergencies are given the highest priority.

Safety concerns are the number one priority of the maintenance and operations department. District maintenance supervisors are proactive and conduct inspections at school sites on a continual basis. Repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

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School Facilities

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VVUHS has adopted cleaning standards for all schools in the District. A summary of these standards is available at the school office or at the District office. The site administration team works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The District participates in the State School Deferred Maintenance Program, which provides State-matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. The District's complete Deferred Maintenance Plan is available at the District office.



Parental Involvement

Parents are encouraged to support the educational programs at the school. Parents may participate in various committees, such as English Language Advisory Committee (ELAC), School Site Council (SSC), Band Parents, and the Discipline Committee. Volunteers are encouraged to work with the staff and administration on a variety of tasks. Parents who wish to participate in Lakeview Middle School's leadership teams, school committees, school activities, or become volunteers may contact Darcy Zamudio at (760) 955-3400, extension 46111.

STAR Results for All Students: Three-Year Comparison

The STAR results are reported as performance levels in order to compare student achievement to State Standards. The five performance levels are: **Advanced** (*exceeds State Standards*); **Proficient** (*meets Standards*); **Basic**; **Below Basic**; and **Far Below Basic**. Students scoring at the Proficient or Advanced level meet State Standards in that content area. The tables below show the percentage of students that scored at Proficient or Advanced levels in English-language arts, mathematics, science, and history-social science.

Percentage of Students Scoring At Proficient or Advanced Levels									
	Lakeview MS			Victor Valley UHSD			California		
	06-07	07-08	08-09	06-07	07-08	08-09	06-07	07-08	08-09
English-Language Arts	23%	25%	29%	33%	34%	36%	43%	46%	50%
Mathematics	21%	24%	17%	16%	18%	19%	40%	43%	46%
Science	31%	44%	45%	25%	29%	31%	38%	46%	50%
History-Social Science	21%	20%	24%	19%	20%	24%	33%	36%	41%



Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key tests, including the California Standards Test (CST), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). The CSTs are multiple choice tests in English-language arts, mathematics, science, and history-social science for varying grade levels. Some grade levels also participate in an essay writing test.

The CSTs are used to determine students' achievement of the California Academic Content Standards. These standards describe the knowledge and skills that students are expected to learn at each grade level and subject.

The CMA is a modified assessment for students with disabilities who have an individualized education program (IEP). It is designed to assess those students whose disabilities prevent them from achieving grade-level proficiency on an assessment of the content standards with or without accommodations.

The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For a complete report on all tests, participation, groups, and their scores by grade level, please visit <http://star.cde.ca.gov/>. To learn more about the STAR Program, please visit the guide at www.cde.ca.gov/ta/tg/sr/documents/starpkt5intrpts.pdf.

STAR Results by Student Group: English-Language Arts, Mathematics, Science, and History-Social Science

Percentage of Students Scoring At Proficient or Advanced Levels				
Group	Spring 2009 Results			
	English-Language Arts	Mathematics	Science	History-Social Science
Male	26%	18%	47%	24%
Female	32%	16%	42%	24%
Economically Disadvantaged	26%	15%	41%	22%
English Learners	13%	11%	27%	6%
Students with Disabilities	6%	3%	11%	8%
Students Receiving Migrant Education Services	❖	❖	❖	❖
African American	27%	13%	29%	23%
American Indian or Alaska Native	❖	❖	❖	❖
Asian	45%	55%	❖	❖
Filipino	64%	55%	❖	❖
Hispanic or Latino	26%	16%	45%	20%
Pacific Islander	❖	❖	❖	❖
White	39%	17%	67%	34%

❖ Scores are not shown when the number of students tested is 10 or less, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., Basic, Proficient, and Advanced) and the participation of students with disabilities and English language learners is reported based on three levels (Identified, Excluded, and Assessed). Detailed information regarding the NAEP results for each grade level, performance level, and participation rate can be found on the NAEP Web page at <http://nces.ed.gov/nationsreportcard/>.

NAEP Reading and Mathematics Results: Grades 4 and 8

This table displays the scale scores and achievement levels on the NAEP for reading (2007) and mathematics (2009) for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
Average Scale Score				
State	209	251	232	270
National	220	261	239	282
Percent at Each Achievement Level				
	Grade 4	Grade 8	Grade 4	Grade 8
Basic	30%	41%	72%	59%
Proficient	18%	20%	30%	23%
Advanced	5%	2%	5%	5%

NAEP Reading and Mathematics Results: Students with Disabilities and/or English Language Learners by Grades 4 and 8

This table displays the state and national participation rates on the NAEP for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

NAEP Reading and Mathematics Results for Grades 4 and 8				
	Reading 2007		Mathematics 2009	
	Grade 4	Grade 8	Grade 4	Grade 8
State Participation Rate				
Students with Disabilities	74.25%	77.66%	79.00%	85.00%
English Language Learners	93.29%	92.10%	96.00%	96.00%
National Participation Rate				
	Grade 4	Grade 8	Grade 4	Grade 8
Students with Disabilities	65.60%	65.60%	84.00%	78.00%
English Language Learners	80.00%	77.30%	94.00%	92.00%

Public Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (i.e., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.



NAEP Testing Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. NAEP results reflect state level student performance and is not reflective of either the district or the individual school. Also, comparisons of student performance on the NAEP and student performance on the STAR Program assessments cannot be made because there are key differences between the two testing programs. For example, the two assessments test students in different grade levels and the tests are based on a different set of standards. For more information on the differences between the NAEP and STAR, please visit CDE's NAEP Web page at www.cde.ca.gov/ta/tg/nr/.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. The API is a score on a scale of 200 to 1,000 that reflects a school's, district's or a student group's performance level, based on the results of statewide testing. An API score of 800 is set as the statewide target.

Each annual API reporting cycle includes a Base and a Growth API. The Base API starts the reporting cycle and is released approximately a year after testing (ie. The 2008 Base is calculated from results of statewide testing in spring 2008 but is released in May 2009). The Growth API is released after the Base API but is calculated from test results from the following year (ie. The Growth API is calculated from results of statewide testing in spring 2009 and released in August 2009). Therefore, for the 2008-09 API reporting cycle, the 2008 Base indicator and 2009 Growth indicator are used. To learn more about API, please visit the API information guide at www.cde.ca.gov/ta/ac/ap/documents/infoguide08.pdf.

Academic Performance Index Ranks

API Ranks – Three Year Comparison			
	05-06	06-07	07-08
Statewide API Rank	2	3	1
Similar Schools API Rank	4	7	3

Academic Performance Index Growth

API Growth by Student Group – Three Year Comparison				
Group	Actual API Change			2008-09 Growth API Score
	06-07	07-08	08-09	
All Students at the School	24	-20	1	631
African American	44	-13	■	■
American Indian or Alaska Native	■	■	■	■
Asian	■	■	■	■
Filipino	■	■	■	■
Hispanic or Latino	25	-18	■	■
Pacific Islander	■	■	■	■
White	14	-17	■	■
Socioeconomically Disadvantaged	25	-6	■	■
English Learners	■	-35	■	■
Students with Disabilities	■	■	■	■

■ Data are reported only for numerically significant groups.

API Testing Note: Assessment data are reported only for numerically significant groups. To be considered 'numerically significant' for the API, the group must have either: (1) at least 50 students with valid test scores who make up at least 15% of the total valid scores, or (2) at least 100 students with valid test scores.



Academic Performance Index Ranks

Schools are ranked in ten categories of equal size, called deciles, from 1 (lowest) to 10 (highest) based on their API. A school's "statewide rank" compares its API to the APIs of all other schools statewide of the same type (elementary, middle, or high school). A "similar schools" API rank reflects how a school compares to 100 statistically matched similar schools. This table shows the school's three-year data for statewide API rank and similar schools API rank, for which information is available.

Academic Performance Index Growth

This table displays, by student group, the actual API change in points added or lost for the past three years, and the 2009 API score.



Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires that all schools and districts meet Adequate Yearly Progress (AYP) requirements. To meet these standards, California public schools and districts must meet or exceed criteria in four target areas:

1. Participation rate on statewide assessments in English-language arts and mathematics
2. Percent of students scoring proficient on statewide assessments in English-language arts and mathematics
3. API scores
4. Graduation rate for high schools

The following table displays whether or not the school and district made AYP overall and met each of the AYP criteria for 2008-09. For more information, visit www.cde.ca.gov/ta/ac/ay/.

Adequate Yearly Progress Criteria				
	Lakeview MS		Victor Valley UHSD	
Met Overall AYP	No		No	
AYP Criteria	English-Language Arts	Mathematics	English-Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	Yes	No	No	No
API	Yes		Yes	
Graduation Rate	✧		No	

✧ Not applicable. The graduation rate for AYP criteria applies to high schools.

Federal Intervention Program

Schools and districts that receive Title I funding can enter Program Improvement (PI) if they fail to meet AYP over two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). With each additional year they don't meet AYP, they advance to the next level of intervention. This table displays the 2009-10 Program Improvement status for the school and district. For more information, please visit <http://www.cde.ca.gov/ta/ac/ay/>.

Federal Intervention Program		
	Lakeview MS	Victor Valley UHSD
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2007-2008	2004-2005
Year in Program Improvement	Year 2	Year 3
Number of Schools Identified for Program Improvement	8	
Percent of Schools Identified for Program Improvement	66.7%	

California Physical Fitness Test

Each spring, all students in grades 5, 7, and 9 are required to participate in the California Physical Fitness Test (PFT). The State Board of Education (SBE) designated the *Fitnessgram*® as the PFT for students in California public schools. The test measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

The goal of the *Fitnessgram*® is to assist students in establishing life-time habits of regular physical activity. The table shows the percent of students meeting the fitness standards for the most recent testing period. For more detailed information on the California PFT, visit www.cde.ca.gov/ta/tq/pf/.

Percent of Students Meeting Fitness Standards

Grade 7	
Four of Six Standards	77.8%
Five of Six Standards	53.2%
Six of Six Standards	25.4%



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. More information can be found by visiting <http://data1.cde.ca.gov/dataquest/>.

Teacher Credential Information				
	Victor Valley UHSD	Lakeview MS		
Teachers	08-09	06-07	07-08	08-09
With Full Credential	463	27	21	25
Without Full Credential	77	5	9	7
Teaching Outside Subject Area of Competence		0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note: Total teacher misassignments includes the number of misassignments of teachers of English Learners.

Teacher Misassignments and Vacant Teacher Positions			
	Lakeview MS		
	07-08	08-09	09-10
Teacher Misassignments of English Learners	0	0	0
Total Teacher Misassignments	0	1	0
Vacant Teacher Positions	0	0	0

No Child Left Behind Compliant Teachers

NCLB requires that all teachers of core academic subject areas be "highly qualified." In general, for a teacher to be considered highly qualified, they must have a bachelor's degree, an appropriate California teaching credential, and have demonstrated competence for each core subject he or she teaches. The table displays data regarding NCLB compliant teachers from the 2008-09 school year. For more information on teacher qualifications related to NCLB, please visit www.cde.ca.gov/nclb/sr/tq.

Core Academic Courses Taught by NCLB Compliant Teachers		
	% of Classes Taught by NCLB Compliant Teachers	% of Classes Taught by Non-NCLB Compliant Teachers
Lakeview MS	80.1%	19.9%
All Schools in District	97.1%	2.9%
High-Poverty Schools in District	80.1%	19.9%
Low-Poverty Schools in District	◆	◆

NCLB Note: High-poverty schools are defined as those schools with student participation of approximately 75% or more in the free and reduced priced meals program. Low-poverty schools are those with student participation of approximately 25% or less in the free and reduced priced meals program.

◆ Information not available.



Academic Counselors

This table displays information about academic counselors at the school.

Academic Counselors	
Number of Academic Counselors (FTE)	3
Ratio of Students Per Academic Counselor	279:1

School Support Staff

The following is a list of the support staff at the school and their full-time equivalent (FTE):

School Support Staff	
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (paraprofessional)	1.0
Psychologist	1.0
Social Worker	0.0
Nurse	0.0
Speech/Language/Hearing Specialist	0.0
Resource Specialist (non-teaching)	1.0
Other	0.0

District Financial Data

District Salary Information – Does not include benefits		
	Victor Valley UHSD	Similar Sized District
Beginning Teacher Salary	\$39,416	\$42,810
Mid-Range Teacher Salary	\$65,747	\$69,375
Highest Teacher Salary	\$81,592	\$89,104
Average Principal Salary (Middle School)	\$102,446	\$120,314
Average Principal Salary (High School)	\$110,566	\$126,901
Superintendent Salary	\$152,500	\$198,563
Teacher Salaries – Percent of Budget	34.30%	37.30%
Administrative Salaries – Percent of Budget	4.60%	5.20%



District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule.

Types of Services Funded

Victor Valley Union High School District receives State and Federal categorical funding for special programs and student needs. Federal and State aid is received from the following sources to support the educational programs:

- Title I Program
- Peer Assistance and Review
- Special Education
- Educational Technology Assistance Grants
- Drug/Alcohol/Tobacco Funds
- Tenth Grade Counseling
- Vocational and Applied Technology Education Act
- Vocational Ed, Handicapped Students
- Gifted and Talented Education (GATE)
- Instructional Materials
- Home-to-School Transportation
- Economic Impact Aid (EIA)
- School Improvement Program

School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
	Lakeview MS
Total Expenditures Per Pupil	\$6,257
Expenditures Per Pupil From Restricted Sources	\$784
Expenditures Per Pupil From Unrestricted Sources	\$5,473
Average Teacher Salary	\$54,786

Financial Data Comparison

The following table displays the school's per pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison		
	Expenditures Per Pupil From Unrestricted Sources	Average Teacher Salary
Lakeview MS	\$5,473	\$54,786
Victor Valley UHSD	\$6,793	\$75,144
California	\$5,512	\$68,332
School and District – Percent Difference	-24.1%	-37.2%
School and California – Percent Difference	-0.7%	-24.7%

Financial Data Note: The financial data displayed in the SARC is from the 2007-08 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year, and one year behind most other data included in this report. For more detailed financial information, please visit <http://www.cde.ca.gov/ds/fd/cs> and <http://www.cde.ca.gov/ds/fd/ec>.

SARC: Data provided by the California Department of Education (CDE), school and the district office. For additional information on facts about California schools and districts, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English Learners.

All data accurate as of November 2009.