

Barbara Chilton Middle School

2024-2025 School Accountability Report Card

(Published During the 2025-2026 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., 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 may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2025-26 School Contact Information

School Name	Barbara Chilton Middle School
Street	4501 Bob Doyle Drive
City, State, Zip	Roseville, CA 95747
Phone Number	(916) 771-1870
Principal	Jeff Ancker
Email Address	jancker@rcsdk8.org
School Website	https://chilton.rcsdk8.org/
Grade Span	6-8
County-District-School (CDS) Code	31-66910-0000000

2025-26 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website	www.rcsdk8.org

2025-26 School Description and Mission Statement

Chilton is a 6th-8th-grade school that opened on August 21, 2012

- The school is named after Barbara Chilton, who began her teaching career with the Roseville City School District in 1965. Barbara taught regular and special education at Eich, Woodbridge, Crestmont, and Cirby from 1965 to 1975. Beginning in 1975, Mrs. Chilton worked in the Student Services Department at the District Office until she retired in 1989.
- As of November 2025, the school serves 1,410 students.
- As of November 2025, Chilton has 54 full-time and one part-time teacher. In addition, we have over 55 support staff (some part-time).
- Chilton had some of the highest scores in Placer County on the Smarter Balanced assessments in Language Arts and Mathematics.

* 66% of all students exceeded or met standards in Language Arts, and 61% of all students exceeded or met standards in Math. These results were based on data from the 2024-25 CAASPP testing.

School Mission/Vision of Chilton:

“The mission of Barbara Chilton Middle School is to inspire, enable, and empower all students to meet high academic and social standards that will prepare them for high school and beyond.”

Vision- “With a strong collaborative partnership between parents and school, Chilton staff will: 1) Develop strong relationships with students by knowing their passions, strengths, and challenges. 2) Teach students to solve complex and meaningful problems. 3) Develop 21st-century skills. 4) Incorporate leadership habits to build student independence and positive peer relationships. 5) Foster an environment in which students and staff are safe, responsible, and respectful.

2025-26 School Description and Mission Statement

This school has 45 classrooms, a multipurpose room, a 10,000-square-foot gymnasium, a performing arts building, a large kitchen, a library, and an administration building.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	409
Grade 7	435
Grade 8	445
Total Enrollment	1,289

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.8
Male	54.2
Non-Binary	0.1
American Indian or Alaska Native	0.4
Asian	14.2
Black or African American	3.8
Filipino	11.6
Hispanic or Latino	16.8
Native Hawaiian or Pacific Islander	0.2
Two or More Races	9.7
White	43.3
English Learners	4.6
Foster Youth	0.1
Homeless	0.4
Migrant	0.1
Socioeconomically Disadvantaged	30.3
Students with Disabilities	7.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	46.7	93.23	517.1	93.46	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	0.18	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	4.3	0.78	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.7	5.56	16.3	2.96	11953.1	4.28
Unknown/Incomplete/NA	0.6	1.2	14.4	2.61	15831.9	5.67
Total Teaching Positions	50.1	100	553.3	100	279044.8	100

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	41.4	85.14	510.7	93.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	1	0.18	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.8	1.71	6.5	1.2	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.4	11.1	15.3	2.81	11746.9	4.23
Unknown/Incomplete/NA	1	2.06	11.3	2.08	14303.8	5.15
Total Teaching Positions	48.6	100	544.9	100	277698	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	44.6	85.79	527.4	93.77	230039.4	100
Intern Credential Holders Properly Assigned	0	0	1.3	0.24	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	3.07	7.3	1.3	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.2	10.16	14.1	2.51	12112.8	4.34
Unknown/Incomplete/NA	0.5	0.96	12.2	2.18	13705.8	4.91
Total Teaching Positions	52	100	562.5	100	278927.1	100

Note: The data in this table is based on FTE status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.8	1.6
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.8	1.6

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.80	2	1.8
Local Assignment Options	2.00	3.3	3.5
Total Out-of-Field Teachers	2.70	5.4	5.2

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	5.3	2.8
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 25, 2025, 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Year and month in which the data were collected

August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade: Amplify 2024, 7th/8th Grade McGraw-Hill StudySync 2024	0
Mathematics	enVision 2023 Carnegie - Integrated Math I 2025	0
Science	Amplify Science 2020	0
History-Social Science	McGraw-Hill - Impact CA Social Studies 2020	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the 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. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Conditions and Planned Improvements

School Facility Repair Status:

Overall Summary School Facility Repair Status: Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Deferred Maintenance Budget:

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 repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

Year and month of the most recent FIT report

11/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			HVAC register missing in 700 wing Boys and Girls restrooms.
Interior: Interior Surfaces	X			Rooms 701, 703, and 706 need carpet repaired at the seam. The stage needs the flooring repaired or replaced.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. Smarter Balanced Summative Assessments and CAAs for ELA in grades three through eight and grade eleven.

2. Smarter Balanced Summative Assessments and CAAs for mathematics in grades three through eight and grade eleven.

3. California Science Test (CAST) and CAAs for Science in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP						
This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.						
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.						
ELA and mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.						
Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	64	66	56	58	47	48
Mathematics (grades 3-8 and 11)	54	60	49	51	35	37

2024-25 CAASPP Test Results in ELA by Student Group
This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.
ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

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the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1326	1309	98.72	1.28	65.57
Female	603	593	98.34	1.66	73.77
Male	722	715	99.03	0.97	58.74
American Indian or Alaska Native	--	--	--	--	--
Asian	191	185	96.86	3.14	72.83
Black or African American	56	55	98.21	1.79	60.00
Filipino	151	150	99.34	0.66	77.33
Hispanic or Latino	215	211	98.14	1.86	58.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	135	135	100.00	0.00	57.78
White	570	565	99.12	0.88	65.25
English Learners	74	67	90.54	9.46	7.46
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	32	32	100.00	0.00	62.50
Socioeconomically Disadvantaged	427	416	97.42	2.58	54.09
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	100	100	100.00	0.00	21.00

2024-25 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	1327	1319	99.40	0.60	60.27
Female	604	601	99.50	0.50	60.57
Male	722	717	99.31	0.69	59.97
American Indian or Alaska Native	--	--	--	--	--
Asian	191	191	100.00	0.00	65.97
Black or African American	56	55	98.21	1.79	45.45
Filipino	151	151	100.00	0.00	70.86
Hispanic or Latino	215	213	99.07	0.93	52.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	135	135	100.00	0.00	49.63
White	571	566	99.12	0.88	62.37
English Learners	74	74	100.00	0.00	12.16
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	32	32	100.00	0.00	43.75
Socioeconomically Disadvantaged	428	425	99.30	0.70	47.76
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	100	99	99.00	1.00	13.13

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	47.12	49.32	43.48	43.52	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group					
To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.					
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	455	450	98.90	1.10	48.67
Female	219	215	98.17	1.83	49.30
Male	236	235	99.58	0.42	48.09
American Indian or Alaska Native	--	--	--	--	--
Asian	66	66	100.00	0.00	50.00
Black or African American	24	24	100.00	0.00	37.50
Filipino	57	56	98.25	1.75	58.93
Hispanic or Latino	72	72	100.00	0.00	38.89
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	43	43	100.00	0.00	44.19
White	191	187	97.91	2.09	51.34
English Learners	25	25	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	18	18	100.00	0.00	44.44
Socioeconomically Disadvantaged	149	149	100.00	0.00	35.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	33	33	100.00	0.00	12.12

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2024-25 California Physical Fitness Test Participation Rates					
This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.					
Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	92%	95%	92%	93%	90%

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2025-26 Opportunities for Parental Involvement

Parents are encouraged to take an active role in their child’s education by becoming involved in a variety of school activities and programs. Opportunities for participation include volunteering in classrooms, joining the Parent-Teacher Club (PTC), serving on the Site Council, attending our English Learner Advisory Council (ELAC) meetings, coaching extracurricular teams, and supporting fundraising campaigns. These roles not only strengthen the school community but also foster collaboration among families and staff, ensuring that students receive a well-rounded, enriching educational experience. Parents can contact the school Principal, Jeff Ancker (jancker@rcsdk8.org), or the PTC President, Rebecca Espenshade (officialchiltonptc@gmail.com), for more information about how to get involved or to inquire about upcoming opportunities.

The school offers numerous events and programs throughout the year that encourage family participation and school spirit. Many parents and guardians take part in popular PTC-sponsored events such as Family Nights Out, Picnic Days, Sporting Events, Showcase Night, Band Performances, Color Run, and Book Fairs. These activities not only provide students with fun and meaningful experiences but also foster a sense of unity and pride within the school community. Parents interested in ongoing involvement may also volunteer to help organize classroom celebrations, chaperone field trips, or assist with library and campus beautification projects.

To stay informed about upcoming events and volunteer opportunities, parents can visit the school district’s website at www.rcsdk8.org and click on the “Schools” tab for the latest updates. In addition, families are encouraged to follow the school’s official Facebook page at <https://www.facebook.com/RCSDChilton/> to receive real-time announcements and event reminders. Through active participation and open communication, parents play a vital role in supporting student success and maintaining a strong, connected school community.

2024-25 Chronic Absenteeism by Student Group				
Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1358	1346	131	9.7
Female	620	613	59	9.6
Male	737	732	71	9.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	196	195	15	7.7
Black or African American	58	56	7	12.5
Filipino	151	151	7	4.6
Hispanic or Latino	222	221	26	11.8
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	133	131	7	5.3
White	588	582	68	11.7
English Learners	96	94	17	18.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	446	440	70	15.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	120	114	15	13.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.68	4.34	3.39	1.68	2.51	2.04	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0.07	0.01	0.02	0.08	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.39	0.07
Female	0.97	0.00
Male	5.43	0.14
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	2.55	0.51
Black or African American	5.17	0.00
Filipino	0.66	0.00
Hispanic or Latino	4.95	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.51	0.00
White	3.40	0.00
English Learners	3.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.16	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	5.83	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety and well-being of students and staff are of utmost importance at Barbara Chilton Middle School. The school complies with all state and federal regulations regarding hazardous materials, building safety, and earthquake preparedness. The Comprehensive School Safety Plan (CSSP) was most recently reviewed, updated, and approved on December 8, 2025, by the School Safety Committee and will be submitted for board approval in February. Following this review, the plan was approved by the School Board and discussed with school faculty and a student representative to ensure transparency and awareness among all members of the school community. All updates and revisions were shared with both classified and certificated staff, emphasizing the importance of a consistent and coordinated approach to maintaining a safe learning environment.

The CSSP outlines detailed procedures for preventing, responding to, and recovering from emergencies or potential threats on campus. Key elements of the plan include emergency communication protocols, evacuation routes, lockdown procedures, and disaster response guidelines. The school’s disaster preparedness plan ensures that staff and students know the steps to take in various emergencies, including fires, earthquakes, and lockdowns. To reinforce readiness, fire and disaster drills are conducted regularly throughout the school year, while lockdown drills occur once each trimester. These drills help students and staff practice safety procedures and maintain a calm, organized response during real emergencies.

In addition to emergency preparedness, the school prioritizes daily campus safety and supervision. Students are monitored before and after school by certificated and classified staff, and during lunch by classified staff and the principal. There is a clearly designated student drop-off and pick-up area to ensure smooth and secure transitions at the start and end of the school day. To further enhance campus security, all parents and visitors must sign in at the front office and wear a visitor badge while on campus. Through these proactive measures and the continuous evaluation of the Comprehensive School Safety Plan, Barbara Chilton Middle School remains committed to providing a safe, supportive environment where students can learn and thrive.

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	2	26	3
Mathematics	29	0	21	6
Science	29	0	21	1
Social Science	29	0	23	4

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	29	3	18	8
Mathematics	30		19	8
Science	30	3	10	14
Social Science	30	2	17	8

2024-25 Secondary Average Class Size and Class Size Distribution

This table displays the 2024-25 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	30	3	18	10
Mathematics	32		22	6
Science	31		22	6
Social Science	31		19	9

2024-25 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	403

2024-25 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.3
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,956	\$4,674	\$9,281	\$124,456
District	N/A	N/A	\$10,575	\$131,673
Percent Difference - School Site and District	N/A	N/A	-13.0	24.0
State	N/A	N/A	\$11,146	\$101,700
Percent Difference - School Site and State	N/A	N/A	-14.9	25.5

Fiscal Year 2024-25 Types of Services Funded

Barbara Chilton Middle School offers a variety of programs and services designed to support and assist all students in reaching their full academic and personal potential. The school's annual funding plan is carefully developed to ensure that resources are directed toward enhancing student learning experiences through access to quality materials, tools, and enrichment opportunities. Each year, staff review goals and progress to ensure funding priorities align with student needs, with particular attention given to improving literacy, mathematics, and language development. This ongoing evaluation allows the school to adapt and strengthen its programs to better serve its diverse student population.

A primary focus of the school's support services is on reading and writing development across all core content areas. Specialized intervention programs and targeted instructional support are provided to help students strengthen foundational literacy skills. In addition, math teachers receive ongoing professional development and training in effective math practices, ensuring that students are equipped with strong problem-solving and analytical abilities. The school also offers English Learner (EL) support, providing language development programs, small group instruction, and progress monitoring to ensure that all EL students can succeed in both academic and social settings.

Fiscal Year 2024-25 Types of Services Funded

Beyond core academic areas, Barbara Chilton Middle School is committed to fostering enrichment and growth opportunities for all students. Supplemental curriculum materials, such as hands-on learning tools, digital resources, and project-based learning experiences, enhance classroom instruction and student engagement. The school also provides access to enrichment programs that promote creativity, leadership, and teamwork through clubs, electives, FLEX period, and extracurricular activities. By combining academic support with meaningful enrichment experiences, the school ensures that every student is empowered to achieve success in a supportive and well-rounded educational environment.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$53,584	\$61,597
Mid-Range Teacher Salary	\$104,574	\$98,902
Highest Teacher Salary	\$121,753	\$126,340
Average Principal Salary (Elementary)	\$138,129	\$158,383
Average Principal Salary (Middle)	\$162,430	\$165,207
Average Principal Salary (High)		\$162,237
Superintendent Salary	\$275,600	\$288,332
Percent of Budget for Teacher Salaries	39.17%	31.29%
Percent of Budget for Administrative Salaries	5.66%	5.38%

Professional Development

At Barbara Chilton Middle School, professional development is a continuous and collaborative process designed to strengthen instructional practices and improve student achievement. In alignment with the Roseville City School District Board Goals, the RCSD Professional Development Advisory Committee (PDAC) has created a comprehensive three-year professional development plan that guides training and support across the district. Teachers and administrators participate in four districtwide professional development days each year that align with this plan, ensuring consistency and shared goals across all schools. In addition, Chilton Middle School is provided with site-specific professional development time during these days to focus on the school's unique goals and instructional priorities. This time allow staff to collaborate, reflect, and refine teaching strategies that directly support student learning and growth.

Professional learning at Chilton emphasizes the use of data and collaboration to improve classroom instruction. Teachers engage in Professional Learning Communities (PLCs) where they analyze student data, discuss instructional strategies, and design targeted interventions to meet diverse learning needs. Focus areas of professional development include reading strategies across all content areas, Google technology integration (such as Google Docs, Slides, Forms, and Sheets), and the effective use of digital tools like Kahoot, Robot C, and educational blogs to enhance engagement and digital literacy. The school also promotes the Understanding by Design (UbD) framework for lesson and unit planning, encouraging educators to plan with clear learning outcomes and assessments in mind.

To ensure ongoing professional growth, instructional coaching and administrative support are integral parts of Chilton's professional development model. Administrators frequently visit classrooms and provide written feedback to help teachers refine their practice. Teachers also attend district workshops, conferences, and specialized training sessions that align with school improvement goals. Regular department, grade-level, and PLC meetings allow staff to share best practices and collaborate across disciplines. Through this comprehensive approach, Barbara Chilton Middle School fosters a professional culture of reflection, innovation, and excellence that ultimately enhances student learning and success.

Professional Development

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	4