

Barbara Chilton Middle School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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.

About This School

School Contact Information (School Year 2019-20)

Entity	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
Website	http://www.rcsdk8.org
County-District-School (CDS) Code	31-66910-0000000

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

School Description and Mission Statement (School Year 2019-20)

Grades 6-8 school that opened August 21, 2012

- 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 1965-1975. Beginning in 1975 Mrs. Chilton worked in the Student Services department at the District Office until she retired in 1989.
- As of November 2019, the school serves 984 students.
- As of November 2019, Chilton has 38 full time and 3 part-time teachers. In addition, we have 31 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 (2018-19).

* 75% 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 2018-19 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.

- This school has 33 classrooms, a multipurpose room, a 10,000 sq. foot gymnasium, a performing arts building, large kitchen, a library, a computer lab, and an administration building.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Grade 6	317
Grade 7	289
Grade 8	259
Total Enrollment	865

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.8
American Indian or Alaska Native	0.5
Asian	11.3
Filipino	13.6
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.5
White	47.5
Two or More Races	6.5
Socioeconomically Disadvantaged	16.2
English Learners	4
Students with Disabilities	7.3
Foster Youth	0.1
Homeless	

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

Teacher Credentials

Teachers	School 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	29	33	37	495
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	14	51

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: 9/12/19

Roseville City Elementary held a public hearing on September 6, 2018, 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.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	SpringBoard ELA	Yes	0
Mathematics	Math Links	Yes	0
Science	Science Prentice Hall	Yes	0
History-Social Science	History/Social Science Holt	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 12/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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, which 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); and
- 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.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	80	75	64	65	50	50
Mathematics (grades 3-8 and 11)	60	61	53	53	38	39

Note: Percentages are not calculated 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.

Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	874	863	98.74	1.26	74.86
Male	423	416	98.35	1.65	67.79
Female	451	447	99.11	0.89	81.43
Black or African American	24	24	100.00	0.00	70.83
American Indian or Alaska Native	--	--	--	--	--
Asian	99	98	98.99	1.01	83.67
Filipino	118	117	99.15	0.85	82.91
Hispanic or Latino	106	104	98.11	1.89	70.19
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	436	429	98.39	1.61	74.13

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	63	63	100.00	0.00	66.67
Socioeconomically Disadvantaged	151	146	96.69	3.31	61.64
English Learners	80	76	95.00	5.00	56.58
Students with Disabilities	67	63	94.03	5.97	39.68
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	874	866	99.08	0.92	61.32
Male	423	417	98.58	1.42	62.35
Female	451	449	99.56	0.44	60.36
Black or African American	24	24	100.00	0.00	58.33
American Indian or Alaska Native	--	--	--	--	--
Asian	99	99	100.00	0.00	70.71
Filipino	118	118	100.00	0.00	76.27
Hispanic or Latino	106	104	98.11	1.89	49.04
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	436	430	98.62	1.38	56.74
Two or More Races	63	63	100.00	0.00	71.43
Socioeconomically Disadvantaged	151	148	98.01	1.99	50.00
English Learners	80	79	98.75	1.25	46.84
Students with Disabilities	67	63	94.03	5.97	33.33
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

Note: 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 CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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 Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5			

Note: 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.

C. Engagement

State Priority: Parental Involvement

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 for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Contact school Principal, Jeff Ancker, Assistant Principals Joseph Clark and Melanie Pando or Parent Teacher Club President, Suki Eaves. Parents play many active roles in the education of our students, including enthusiastic involvement as volunteers, Parent Teacher Club members, Site Council members, the leadership of extra-curricular programs (coaching) and fundraising campaigns. The majority of parents/guardians participate in PTC events, including "Family Nights Out", "Showcase Night", "Parent / Student Lunch Days", "Color Run" and Book Fairs. Many parents have access to social media communication by logging onto to our school website www.rcsdk8.org (click on "Schools"), like us via Facebook or follow us on Twitter to stay abreast of school events and activities.

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

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.9	1.9	2.9	3.2	3.2	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The safety of students and staff is a primary concern of Barbara Chilton Middle. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated on December 5, 2019, by the School Site Council and School Safety Committee. All revisions were communicated to both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held once per trimester. Students are supervised before and after school by certificated staff/classified staff/principal, and classified staff/principal supervise students during lunch. There is a designated area for student drop-off and pick-up. All parents and visitors must sign in at the front office and wear a badge.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+	Average Class Size	# of Classes* 1-22	# of Classes* 23-32	# of Classes* 33+
English	29	2	7	4	33		5	11	31	1	8	11
Mathematics	34		1	3	32		4	8	32		8	7
Science	31	1	5	6	32		6	9	32		6	11
Social Science	31	1	6	4	31		9	5	30	1	12	5

*Number of classes indicates how many classrooms 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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	865.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	.3

*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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$9,291	\$2,573	\$6,717	\$86,375
District	N/A	N/A	\$6,998	83,683
Percent Difference - School Site and District	N/A	N/A	-4.1	3.2
State	N/A	N/A	\$7,506.64	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	10.1	2.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

The annual funding plan concentrates on providing students with materials, tools and experiences to enrich their education. Goals and progress are reviewed annually as a staff, to focus on our student needs when planning the budget. Currently this has been focused on providing technology access and education, reading/writing support in all core content areas, training and improving math practices, rubric development and assessment building/revision, supplemental curriculum materials and enrichment opportunities that align with the Common Core State Standards.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,144	\$45,741
Mid-Range Teacher Salary	\$84,200	\$81,840
Highest Teacher Salary	\$98,032	\$102,065
Average Principal Salary (Elementary)	\$120,297	\$129,221
Average Principal Salary (Middle)	\$131,327	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$210,286	\$224,581
Percent of Budget for Teacher Salaries	44%	36%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	8	8	8

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. Training is provided to administrators and teachers that align with this plan during four professional development days. In addition, the school sites are provided three additional professional development days to focus on school site goals.

Other areas of professional development at Chilton include:

- Analyzing data through the PLC model
- Close reading strategies in all content areas
- Google technology use (Google Docs, Slides, Forms, Sheets and various extensions) and how to support students in the use of other technology (Kahoot, Robot C, blogs and more)
- Instructional coaching of staff that includes checking for understanding and other best practices shared between and within departments
- Understanding by Design approach to unit/lesson development

* Administrators visit classrooms frequently and provide written feedback.

* District PD days allow students to improve their professional practice through a variety of instructional learning sessions.

* Conferences and other professional development identified to support our school goals are attended throughout the school year.

* Department, Grade Level, and PLC meetings are attended by administrators to provide support and guidance.