

Barbara Chilton Middle School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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

2024-25 District Contact Information

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

2024-25 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 1965-1975. Beginning in 1975 Mrs. Chilton worked in the Student Services Department at the District Office until she retired in 1989.

2024-25 School Description and Mission Statement

- As of October 2024, the school serves 1,290 students.
- As of December 2024, Chilton has 54 full-time and 1 part-time teachers. In addition, we have over 50 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.

* 65% of all students exceeded or met standards in Language Arts and 55% of all students exceeded or met standards in Math. These results were based on data from the 2023-24 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 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	398
Grade 7	427
Grade 8	384
Total Enrollment	1,209

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.8
Male	52.2
American Indian or Alaska Native	0.2
Asian	12
Black or African American	3.5
Filipino	13.1
Hispanic or Latino	17.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	10.8
White	42.8
English Learners	3.6
Foster Youth	0.2
Migrant	0.2
Socioeconomically Disadvantaged	60
Students with Disabilities	9.9

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.

2020-21 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)	42.30	94.22	476.80	94.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.40	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.60	5.78	11.50	2.27	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	11.00	2.18	18854.30	6.86
Total Teaching Positions	44.90	100.00	506.80	100.00	274759.10	100.00

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.

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)	46.70	93.23	517.10	93.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.30	0.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.70	5.56	16.30	2.96	11953.10	4.28
Unknown/Incomplete/NA	0.60	1.20	14.40	2.61	15831.90	5.67
Total Teaching Positions	50.10	100.00	553.30	100.00	279044.80	100.00

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)	41.40	85.14	510.70	93.72	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.80	1.71	6.50	1.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.40	11.10	15.30	2.81	11746.90	4.23
Unknown/Incomplete/NA	1.00	2.06	11.30	2.08	14303.80	5.15
Total Teaching Positions	48.60	100.00	544.90	100.00	277698	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.

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

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0.8
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0.8

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.80	2
Local Assignment Options	2.60	2.00	3.3
Total Out-of-Field Teachers	2.60	2.70	5.4

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	5.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	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>.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 12, 2024, 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	6th Grade: Amplify 2024, 7th/8th Grade StudySync 2024	Yes	0
Mathematics	enVision 2023	Yes	0
Science	Amplify Science 2020	Yes	0
History-Social Science	McGraw-Hill - Impact CA Social Studies 2020	Yes	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 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

12/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			new flooring needed in library, performing arts, EX1, P2 and P5, rooms 605, 606, 701, 702, 704, 705, 706, 801 need new flooring or flooring repaired, wood parapet in Science wing needs to be repaired with metal
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			large asphalt cracks need to be repaired

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 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	68	64	57	56	46	47
Mathematics (grades 3-8 and 11)	57	54	49	49	34	35

2023-24 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 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	1218	1199	98.44	1.56	63.97
Female	581	576	99.14	0.86	70.66
Male	637	623	97.80	2.20	57.78
American Indian or Alaska Native	--	--	--	--	--
Asian	148	146	98.65	1.35	70.55
Black or African American	45	44	97.78	2.22	52.27
Filipino	159	159	100.00	0.00	73.58
Hispanic or Latino	208	205	98.56	1.44	58.54
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	129	126	97.67	2.33	58.73
White	524	514	98.09	1.91	64.01
English Learners	37	35	94.59	5.41	8.57
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	60.87
Socioeconomically Disadvantaged	732	724	98.91	1.09	61.46
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	107	104	97.20	2.80	15.38

2023-24 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	1219	1196	98.11	1.89	54.01
Female	581	573	98.62	1.38	53.58
Male	638	623	97.65	2.35	54.41
American Indian or Alaska Native	--	--	--	--	--
Asian	148	147	99.32	0.68	61.22
Black or African American	45	44	97.78	2.22	25.00
Filipino	159	159	100.00	0.00	65.41
Hispanic or Latino	208	205	98.56	1.44	48.78
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	130	125	96.15	3.85	48.00
White	524	511	97.52	2.48	54.40
English Learners	37	37	100.00	0.00	10.81
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	23	23	100.00	0.00	30.43
Socioeconomically Disadvantaged	732	722	98.63	1.37	50.97
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	108	103	95.37	4.63	11.65

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	54.94	47.12	44.26	43.48	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	386	383	99.22	0.78	47.00
Female	193	191	98.96	1.04	46.60
Male	193	192	99.48	0.52	47.40
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	56.76
Black or African American	13	13	100.00	0.00	30.77
Filipino	58	58	100.00	0.00	65.52
Hispanic or Latino	67	67	100.00	0.00	38.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	47	46	97.87	2.13	45.65
White	163	161	98.77	1.23	43.48
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	230	99.14	0.86	42.61
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	30	100.00	0.00	13.33

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.

2023-24 California Physical Fitness Test Results

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	98	99	99	99	99

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 regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Contact school Principal, Jeff Ancker, Assistant Principals Dan Brear and Cori Petersen, or Parent Teacher Club President, Rebecca Espenshade. 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", "Picnic Days", "Showcase Night", "Band Performances", "Color Run" and Book Fairs. Many parents have access to social media communication by logging onto our school website www.rcsdk8.org (click on "Schools"), like us via Facebook.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	1245	1235	89	7.2
Female	596	590	44	7.5
Male	649	645	45	7.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	151	150	8	5.3
Black or African American	46	45	4	8.9
Filipino	159	159	2	1.3
Hispanic or Latino	216	213	19	8.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	133	132	10	7.6
White	534	530	44	8.3
English Learners	65	64	11	17.2
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	753	746	56	7.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	128	126	16	12.7

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 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.54	1.68	4.34	1.45	1.68	2.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.34	0.00
Female	1.17	0.00
Male	7.24	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	3.31	0.00
Black or African American	15.22	0.00
Filipino	1.89	0.00
Hispanic or Latino	3.24	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.02	0.00
White	4.49	0.00
English Learners	4.62	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.91	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.81	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.

2024-25 School Safety Plan

The safety of students and staff is a primary concern of Barbara Chilton Middle. The school complies with all laws, rules, and regulations about hazardous materials and state earthquake standards. The School Site Safety Plan was last reviewed and updated on January 14, 2025, by the School Safety Committee. All revisions were communicated to both the classified and

2024-25 School Safety Plan

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 regularly 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 supervises 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.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	4	25	
Mathematics	26	1	27	1
Science	27	2	26	
Social Science	27	2	28	2

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		21	6
Science	29		21	1
Social Science	29		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

2023-24 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

2023-24 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
Resource Specialist (non-teaching)	
Other	4

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$12,625	\$6,740	\$5,885	\$119,813
District	N/A	N/A	\$9,098	\$97,790
Percent Difference - School Site and District	N/A	N/A	-42.9	20.2
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-58.7	21.7

Fiscal Year 2023-24 Types of Services Funded

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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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	\$51,032	\$58,553
Mid-Range Teacher Salary	\$99,594	\$93,924
Highest Teacher Salary	\$115,955	\$119,489
Average Principal Salary (Elementary)	\$135,935	\$149,898
Average Principal Salary (Middle)	\$158,377	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$265,000	\$270,432
Percent of Budget for Teacher Salaries	41%	32%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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.

Professional Development

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

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7