

Hogan 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	Hogan Middle School
Street	850 Rosewood Ave.
City, State, Zip	Vallejo, CA 94591-5647
Phone Number	(707) 556-3510
Principal	Camille Jefferson
Email Address	cjefferson@vcusd.org
School Website	hogan.vcusd.org
Grade Span	6-8
County-District-School (CDS) Code	48705816060206

2025-26 District Contact Information

District Name	Vallejo City Unified School District
Phone Number	(707) 556-8921
Superintendent	Rubén Aurelio
Email Address	raurelio@vcusd.org
District Website	www.vallejo.k12.ca.us

2025-26 School Description and Mission Statement

Hogan Middle School is named in honor of Dr. James J. Hogan who had a distinguished career in the medical field and one of Vallejo's pioneer civic leaders. Dr. Hogan founded Vallejo's first city hospital and was instrumental in establishing local civic organizations: Vallejo Chamber of Commerce and the Rotary Club. Hogan Middle School is the only 6th - 8th middle school located in east Vallejo. In addition to Hogan being the only middle school, there are six feeder schools that comprise Hogan's student enrollment. Our diverse school community includes approximately 800 students; with over 34 dedicated teachers and 25 committed support staff.

Our school Mission:

To provide a quality education for our diverse student community. Our dedicated and professional teaching staff is committed to supporting our school wide instructional goals: providing our students daily opportunities to access the common core standards; utilizing the board adoptive curriculum and ensure that student excel and are challenged in their learning. Our staff continues to support and address our student social emotional needs

In addition to Hogan Middle academic programs; Hogan Middle offers various unique programming and student support systems:

- *STEAM/Robotics and Advance Robotics Classes
- *Spanish 1A and 1B classes
- *Intervention math programs: IXL
- *Band classes (beginning and advanced band)
- *Drama
- *Yearbook & Leadership
- *Art
- *AVID

School wide student Interventions:

- *Care Team / Social Emotional Learning Support
- *PBIS (Positive Behavior Intervention Supports) Committee
- *Social Emotionally Learning Committee

2025-26 School Description and Mission Statement

*School Site Safety Committee

*Restorative Justice

*Full time: Teacher Leader, Psychologist, Behavior Mental Health Specialist, Academic Support Provider, Bilingual Tutor, Parent Liaison

*Expanded Learning After school Program, which provides, tutorial, enrichment and recreation

Athletics/Sports:

Soccer; Girls and Boys Basketball; Girls Volleyball

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	207
Grade 7	328
Grade 8	301
Total Enrollment	836

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.7
Male	48.8
American Indian or Alaska Native	0.4
Asian	2.8
Black or African American	18.5
Filipino	13.3
Hispanic or Latino	47.5
Native Hawaiian or Pacific Islander	1.9
Two or More Races	2.9
White	4.2
English Learners	23.6
Foster Youth	0.2
Homeless	1.6
Socioeconomically Disadvantaged	77.1
Students with Disabilities	13.2

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)	29.4	71.84	378.2	71.26	234405.2	84
Intern Credential Holders Properly Assigned	1	2.44	22.4	4.23	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.8	6.91	64.6	12.18	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3	7.38	29.9	5.64	11953.1	4.28
Unknown/Incomplete/NA	4.6	11.38	35.4	6.69	15831.9	5.67
Total Teaching Positions	40.9	100	530.7	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)	27.4	73.92	360.5	68.03	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	14.6	2.76	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.5	12.14	83.1	15.68	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.5	6.98	28.1	5.32	11746.9	4.23
Unknown/Incomplete/NA	2.5	6.93	43.4	8.2	14303.8	5.15
Total Teaching Positions	37	100	529.9	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown/Incomplete/NA						
Total Teaching Positions						

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	1.90	2.1	
Misassignments	0.80	2.3	
Vacant Positions	0.00	0	
Total Teachers Without Credentials and Misassignments	2.80	4.5	

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	1.00	0	
Local Assignment Options	2.00	2.5	
Total Out-of-Field Teachers	3.00	2.5	

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)	2.4	14.5	14.5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	1.1	11.1	11.1

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

All textbooks are from the most recent adoption. There are sufficient textbooks and instructional materials for each student. Supplemental materials are utilized to support student interventions and are outlined in the School Plan for Student Achievement. All textbooks are selected from the most recent list of standards-based materials by the State Board of Education (SBE). 100% of students have their own assigned textbook and instructional materials.

Year and month in which the data were collected

November 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	Houghton Mifflin Harcourt California Collections /2017	0
Mathematics	Amplify Desmos Math 2026	0
Science	Amplify Science/2020	0
History-Social Science	National Geographic Ancient Civilizations /2019 National Geographic Medieval to Early Modern Times /2019 National Geographic American Stories /2019	0
Foreign Language	Savvas Auténtico A-B/2018	0

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

School Facility Conditions and Planned Improvements

Dr. James Joseph Hogan Junior High School was built in 1954 as a junior high school; later converted into a high school in 1961 and in 2011 was converted back to a middle school. Additional portables has since been added to Hogan's campus due to increasing number of student enrollment. Due to the passage of the 1997 local school bond, Measure A, Hogan Middle School received modernization which consisted of renovation or replacement of heating, ventilation, air-conditioning and electric systems. Renovation included repairing or replacing roofs and exterior doors and windows, addressing plumbing and dry rot problems, installing new floor finishes, providing new paint, upgrading handicap access, and providing technology pathways and cabling infrastructures to all classrooms and learning facilities.

Year and month of the most recent FIT report

August 2025

School Facility Conditions and Planned Improvements

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			
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		Work orders submitted
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)	27	26	27	27	47	48
Mathematics (grades 3-8 and 11)	18	16	19	20	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

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	777	752	96.78	3.22	25.60
Female	368	357	97.01	2.99	28.93
Male	409	395	96.58	3.42	22.59
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	50.00
Black or African American	154	152	98.70	1.30	15.79
Filipino	116	114	98.28	1.72	49.12
Hispanic or Latino	399	381	95.49	4.51	19.26
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	26.67
Two or More Races	29	29	100.00	0.00	44.83
White	37	34	91.89	8.11	29.41
English Learners	192	174	90.63	9.37	3.45
Foster Youth	--	--	--	--	--
Homeless	31	23	74.19	25.81	8.70
Military	--	--	--	--	--
Socioeconomically Disadvantaged	678	655	96.61	3.39	22.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	112	97.39	2.61	6.31

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	777	765	98.46	1.54	15.75
Female	368	363	98.64	1.36	16.02
Male	409	402	98.29	1.71	15.50
American Indian or Alaska Native	--	--	--	--	--
Asian	24	24	100.00	0.00	37.50
Black or African American	154	152	98.70	1.30	10.53
Filipino	116	115	99.14	0.86	41.74
Hispanic or Latino	399	392	98.25	1.75	9.72
Native Hawaiian or Pacific Islander	15	15	100.00	0.00	13.33
Two or More Races	29	29	100.00	0.00	13.79
White	37	35	94.59	5.41	9.09
English Learners	192	188	97.92	2.08	2.15
Foster Youth	--	--	--	--	--
Homeless	31	31	100.00	0.00	0.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	678	667	98.38	1.62	14.29
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	115	112	97.39	2.61	3.60

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)	16.47	14.15	13.92	15.11	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	331	325	98.19	1.81	14.15
Female	161	159	98.76	1.24	12.58
Male	170	166	97.65	2.35	15.66
American Indian or Alaska Native	0	0	0	0	0
Asian	18	18	100.00	0.00	27.78
Black or African American	59	57	96.61	3.39	10.53
Filipino	50	50	100.00	0.00	30.00
Hispanic or Latino	164	162	98.78	1.22	8.02
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	16	15	93.75	6.25	26.67
White	16	15	93.75	6.25	13.33
English Learners	78	76	97.44	2.56	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	291	285	97.94	2.06	12.63
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	43	41	95.35	4.65	0.00

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 5		89.3	91.5	94.8	92.4
Grade 7	93.5				

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.

2025-26 Opportunities for Parental Involvement

Our parents are valued partners and advocates for the success of our students and school programs. Parents have several opportunities to become involved at school; these opportunities are held virtually and in-person. We encourage parents to take an active role in School Site Council (SSC), English Learners Advisory Council (ELAC). We are proud of our Parent Engagement Nights; which includes Parent Education. These Parent Engagement Nights are hosted quarterly by our Academic Support Providers. In addition, parents are invited to have "Coffee with the Principal" which are held quarterly; these Parent Engagement opportunities provides the space for school information to be shared and facilitate parent workshops. We also encourage parents to volunteer their time by providing assistance with school activities which includes school field trips.

Please contact the school at (707) 556-3510 for information regarding organized opportunities for parental involvement.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
Non-Binary				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

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
15.61%	16.88%		7.67%	6.2%		3.6%	3.28%	

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%	0.11%		0.05%	0.05%		0.08%	0.07%	

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		
Female		
Male		
Non-Binary		
American Indian or Alaska Native		
Asian		
Black or African American		
Filipino		
Hispanic or Latino		
Native Hawaiian or Pacific Islander		
Two or More Races		
White		
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services		
Students with Disabilities		

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

Safety of students and staff is a priority at Hogan Middle School (HMS). One of the District's goals addresses improved school climate so all staff can teach and all students can learn. Hogan MS holds quarterly Behavior and Academic assemblies; where clear expectations and consequences are shared to ensure all students can be accountable for our school wide agreements and expectations. To increase school safety we also have a school visitor check in and a commitment to visibility of staff on campus before and after school and between passing periods. In addition to our administrative team leads our school wide safety and positive school culture by holding our monthly PBIS meetings and facilitates our five member school site safety team that is committed to consistently ensuring all students and staff are working in a safe environment.

The Hogan Middle School Safety Plan is annually revised in November 2025, and was shared with our School Site Council in November of 2025. Each and every possible contingency has been covered with appropriate personnel understanding their roles in time of emergency. A command center has been set up for each and every possible emergency. Necessary materials have been collected and are placed appropriately.

Faculty and students participates in monthly safety drills which includes: fire, earthquake, lock down and active shooter. In addition, all faculty is briefed regarding safety issues regularly and throughout the year at staff and professional learning community meetings. Students are reminded of safety issues twice a week via the Morning Bulletin. Parents are kept abreast of all safety issues through HMS all calls, text messages and Parent Square.

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	21	16	15	6
Mathematics	24	8	16	5
Science	25	7	12	9
Social Science	27	5	12	9

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	23	12	14	8
Mathematics	27	4	14	7
Science	27	5	13	7
Social Science	26	5	16	5

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				
Mathematics				
Science				
Social Science				

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	

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)	
Library Media Teacher (Librarian)	1
Library Media Services Staff (Paraprofessional)	
Psychologist	2
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
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	\$8,767.53	\$2,012.78	\$6,924.23	\$84,376
District	N/A	N/A	12426	\$89,179
Percent Difference - School Site and District	N/A	N/A	-56.9	0.2
State	N/A	N/A	\$11,146	\$101,084
Percent Difference - School Site and State	N/A	N/A	-43.5	-11.5

Fiscal Year 2024-25 Types of Services Funded

Hogan Middle School has received approximately \$190,047.00 in LCAP (Local Control Accountability Plan) funds, \$11,295.00 in LCAP Parent Involvement and approximately \$144,659.00 in Title I funds. These funds are used for the following: support personnel, after school tutorial programs, spring and summer academic intervention programs, parent involvement, student enrichment, technology, professional development training and teacher collaboration, field trips, student academic awards, attendance awards, music, arts, student clubs, STEAM materials, robotics/coding materials, Math and English Language Arts intervention programs.

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	\$59,813	\$62,145
Mid-Range Teacher Salary	\$85,679	\$97,088
Highest Teacher Salary	\$111,308	\$120,436
Average Principal Salary (Elementary)	\$140,845	\$151,343
Average Principal Salary (Middle)	\$142,764	\$159,514
Average Principal Salary (High)	\$157,447	\$177,261
Superintendent Salary	\$306,368	\$294,805
Percent of Budget for Teacher Salaries	22.7%	29.95%
Percent of Budget for Administrative Salaries	5.54%	5.4%

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

All teachers are provided monthly professional development for 90 minutes per week.

Professional Development

There are a team of District Wide Teacher Leaders for Secondary Education that support each of the high schools, and Hogan Middle School is included in the work they are doing.

The Professional Development is a blend of site PD and District led PD; training that includes NWEA reading and math assessments, PD that supports our student engagement and literacy goals. CORE training that focuses on reading; effective vocabulary instruction across content areas.

The following topics have all been areas of focus during Wednesday meeting time at Hogan Middle School:

- Positive Behavior Intervention Supports (PBIS)/Culture/Climate
- Community Values
- Technology in the classroom
- Google Classroom
- School data: attendance, academics, discipline
- Content standards
- NWEA
- District & Site Instructional Priorities: CORE Training in Reading, Academic Vocabulary and Writing Strategies, Structured Student Talk
- Learning objectives & lesson planning
- Individual teacher goals
- Common Curriculum pacing guides
- Student engagement & Social Emotional Learning
- Trauma Informed Care
- Cultural Responsive Teaching
- Equity Training
- Restorative Justice

Professional development provides teachers the opportunity to develop instructional habits that will assist in increasing student performance. Teachers will use collaboration time to reflect, review, and assess student data while developing action plans to closely monitor student data in two to three week increments--creating short term goals that lead to long term success.

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		75	