

BIGGS HIGH SCHOOL MID-CYCLE REPORT

**3046 2nd Street
Biggs, CA 95917**

April 22, 2026

**Accrediting Commission for Schools
Western Association of Schools and Colleges**

CONTENTS

1: School Description.....	2
2: Significant Changes and Developments	3
3: Engagement of Educational Partners in Continuous School Improvement.....	3
4: Progress on Implementation of the Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP	4
5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP.....	xx

Note: The mid-cycle template has been revised and is now universal for all schools and programs. Select the appropriate data and terminology that applies to your school or program. The template language includes different data sources for formative and summative data (Chapter 1) and for the schoolwide action plan/SPSA/LCAP/CIP/CAEP (Chapter 5).

If you have any questions, please contact your WASC Advisor.

1: School Description (1 page maximum)

- Provide a brief background of the school and include a link to a list of programs offered.
- From the analysis of updated relevant student achievement data, include an updated summary of student academic progress and social-emotional well-being with implications of the data and identified student learner needs.
- Biggs High School, established in 1912, is a comprehensive high school serving grades ninth through twelfth grade students with a CBEDS enrollment of one hundred and fifty eight students. Our ethnicity is as follows: fifty-five percent White, thirty-four percent Hispanic and less than one percent identified as other. (See Fall 2025 Table Below) Approximately fifty-six percent of BHS students qualify for the free or reduced lunch program. Over the past two years the Biggs Unified School District has seen a decrease in student population, but the number of students attending BHS on inter-district transfers has increased in the past two years. There are no Title 1 funds committed to the high school, being that BHS is classified as a small necessary school.
- In addition to the array of course offerings that meet the A-G University California/California State University graduation requirements, we offer specialized courses including CTE courses and classes that are articulated with the local community college. Focused courses and Agricultural Career pathways are designed to match the needs of our community and connection to local community colleges. Biggs has also been able to add career technology classes to the master schedule. BHS offers four “Career Pathway Sequences.” Students that choose to participate in one of the four pathways and are in good academic standings within those pathways offered at Biggs High School have the opportunity to graduate as a BHS “Program Completer.” In order to be considered a completer they must have taken an introductory, concentrator, and capstone class in the pathway of their choosing and passed those classes with C or better each semester. These pathways were designed to give students hands-on opportunities to gain skills/knowledge tied to current industry standards. Additionally, many of these pathway courses are articulated and/or dual enrolled with Butte Community College so students receive both high school and college credit while completing the courses. The four Career Pathways include: Agriculture Mechanics (Introduction to Ag Mechanics, Ag Welding, and Ag Construction & Fabrication) Animal
 - Science (Ag Earth Science, Animal Science, Animal Care & Management), Floriculture (Ag
 - Earth Science, Floriculture I, and Floriculture II), Informational Technologies (Computer Awareness, Web Design, and/or Video Production I, and Computer Assisted Drafting (CAD) and/or Web Design III)

Data Tables:

https://drive.google.com/file/d/1JwoRztLLjVXFM6aP-CznssJAGr993rvy/view?usp=drive_link

2: Significant Changes and Developments

- Include a description of any significant changes and/or developments that have had a major impact on the school and/or any specific program changes since the last self-study visit. (For example, we have a new classroom building for science that just opened, or we have a new district leadership with different district goals).
- Describe the impact these changes and/or developments have had on the students, school, and/or staff.

The leadership as remain the same since the last self-study visit. Two teacher have join the team one veteran English teacher grades 9-10 and a new Ag teacher who is an alumni of the school. Significant changes have been made to the master schedule since the last visit. Two section of multicultural art class with intintermitent music/drumming from an outside vendor. Sections of AP Psychology, AP Pre- Calculus along with a section of credit recovery and an Independent Study section.

The staff has worked to provide more events that recognize student academic success with a luncheon for student that have shown positive growth in their GPA, along with a luncheon for students who have a 3.8 GPA and 95 percent attendance.

The district has implemented a new math policy. The policy does not allow a student to move in a level of math without earning a grade of C or higher. This is the first year of implantation of the policy.

Teachers through collaboration have team up to create cross-curricular unit in History and English.

3: Engagement of Educational Partners in Continuous School Improvement (2 paragraph maximum)

- Describe the process for developing, implementing, and monitoring the schoolwide action plan, such as the SPSA/LCAP for CA public schools, Action Plan/CIP/CAEP for adults or the school's authorized improvement plan, and preparing the progress report.

Our WASC Action Plan is fully aligned with our SPSA and LCAP goals, Stakeholders, including ELAC, SSC, Ag Advisory, students, and parents, provided feedback on data analysis and goal creation through multiple meetings. The feedback was considered by the SSC in developing SOSA goals, and the budget. The SPSA was shared at stakeholder meeting, made available in English and Spanish in the main office, and provided upon request. Teachers, coordinators, and administrators were informed of the measurable outcomes, and the implantation of the SPSA is monitored through classroom visits, data review, and reexamination of supports in areas of need.

In preparing our mid-cycle report, our school used data from various sources, identifying trends in data, straights and areas of growth. We used the data to synthesize the progress we have made on our previous Action Plan, and summarize collaboration.

4: Progress on the Implementation of the Schoolwide Action Plan (4 page maximum)

The purpose of this section is to analyze progress on how the school has improved student success and well-being through the implementation of the schoolwide action plan since the last visit and to determine how those actions impact student learning and initiatives for continuous school improvement.

- Provide a summary of progress on school goals and growth areas for continuous improvement identified in the schoolwide action plan.
- Link and cite relevant supporting evidence and data and explain impact on student learning.

Note: If any recommended growth areas were not included in the school's schoolwide action plan/SPSA/LCAP/CIP/CAEP, indicate why.

Goal #1: Develop the capabilities of both new and experienced staff to ensure *all students* meet the technical and learning challenges of the 21st century classroom.

Looking at the action steps under goal #1, several steps have been completed. A school employee handbook has been completed that reflects school wide policies and procedures. A focus of quality first instruction and high-impact instructional strategies has been the topic of weekly meetings. Formal evaluation of new teachers, along with a calendar of established teachers. Teachers have shared their expertise in different technology applications in Google Classrooms, Aries communication to ensure all staff members are using common communication tools.

Goal #2. Formalize school processes for analyzing data from benchmark assessments to inform instruction, conducting formal performance evaluations, and setting annual goals based on the WASC Action Plan and LCAP goals.

Several of the Wednesday staff articulation days have been used for staff collaboration. At the start of the school year staff compared State testing data to students GPA's. After doing so, staff put on a luncheon to recognize students. Individual meeting were held with students regrading state testing and overall class grades. Staff meeting were held to address consistent standards and policy for effective use of class time, gradebook management, student behavior expectations, and growing as a professional, follow up meeting have been held as a reminder of agreed standards.

Goal #3 Identify and provide interventions for students who are at-risk academically or socio-emotionally.

The District has added a Well-Ness Coach to help students that are in need of social-emotional support. Four teachers at the high school are being paid to offer academic support after school across all academics. Sections have been added to the master schedule for credit recovery to help students who have failed a class. A section of 9th grades studies has been added for incoming students that were identified in 8th grade of needing support to insure a successful start to high school. Articulation time is spent looking at students who are in danger of not being on track of A-G and CTE completions.

5: Revised Schoolwide Action Plan/SPSA/LCAP/CIP/CAEP (½ page maximum)

- Based on the findings of the current mid-cycle report, further revise the schoolwide action plan/SPSA/LCAP/CIP/CAEP as needed and include a link to the school's revised schoolwide action plan/SPSA/LCAP/CIP/CAEP.
- Include a brief paragraph of why changes were made.

The stakeholders of Biggs High believe the steps in the action plan still are needed to move Biggs High forward. As we continue to work on the action plan goals more detail work needs to be completed to make them part of the culture of Biggs High School. Later this semester when the new LCAP is completed goals will be adjusted to fit the goals of the LCAP.