

WASC Mid-Cycle Report Analysis – Biggs High School

Executive Summary

- Enrollment is unstable with a slight overall decline.
- ELA performance has improved significantly and is stabilizing.
- Math performance remains the biggest academic concern.
- Graduation rates are high but slightly declining.
- College and career readiness metrics are improving.
- Attendance and discipline trends show strong improvement.
- Equity gaps persist, particularly in Math.

Enrollment Trends

- Total enrollment fluctuated: 177 → 157 → 177 → 161.
- Declines observed in Grade 12; growth in Grade 10.
- Indicates cohort inconsistency and possible retention/mobility issues.

Student Population Trends

- Significant increase in students experiencing homelessness (1 → 14).
- Socioeconomically disadvantaged students remain the majority.
- Hispanic/Latino population stable; White population slightly declining.

Academic Performance

ELA:

- Improved from 29% to 54% meeting standards.
- Strong gains across multiple student groups.

Math:

- Remains low (6%–12% range).
- Largest area of concern across all groups.

Science:

- Peaked then declined (3% → 28% → 18%).

Graduation Trends

- Slight decline from 97% to 94%, but still high overall.
- Hispanic students at 100%; White students show decline.

College and Career Readiness

- A–G completion improved to 27%.
- CCI increased from 13% to 33%.
- Strong gains among Hispanic and socioeconomically disadvantaged students.

Attendance Trends

- Chronic absenteeism improved significantly (38% → 18%).
- Improvement observed across all major student groups.

Risk Indicators

- Dropouts increased slightly (0 → 2).
- Suspensions decreased significantly overall.
- No expulsions reported.

Key Growth Areas

- ELA achievement
- Attendance improvement

- College/career readiness
- Reduced suspensions

Key Challenges

- Math performance
- Enrollment instability
- Rising high-need populations
- Emerging dropout trend

Strategic Insights

- Math requires systemic instructional redesign.
- Support systems are improving climate but not yet academic outcomes in Math.
- Increasing student needs require expanded interventions.
- College readiness momentum should be expanded further.