SCHOOL SITE COUNCIL MEETING - Modesto High School

AGENDA/MINUTES – OCTOBER 2026 **DATE**: October 22 2026 **TIME**: 3:46p **LOCATION**: Library

ATTENDEES

Role	Member Name		Role	Member Name		Role	Member Name	
Principal	Angela Barrett	✅	Teacher	Traci Mulder	✅	Other	Nicole Jensen	✅
Teacher	Rebecca Wihl	✅	Parent	Reanna Brush	❌	Student	Emily Rontal	✅
Teacher	Kyle Ramos	✅	Parent	Lakyshia Davis	❌	Student	Nadhi Balaji	✅
Teacher	Bryce Davies	✅	Parent	Melinny Mang	✅	Student	Angelina Adjetey	✅

MEETING CALLED TO ORDER AT 3:46 PM

ITEM	PERSON RESPONSIBLE	PURPOSE	MINUTES	ACTION
Approval of Minutes	Chairperson			Motion: Kyle Ramos Seconded: Rebecca Wihl Action: Traci Mulder
DELAC Report from September 2026	Principal	Information	The District English Language Advisory Committee report was shared. • AB2555 - benefit to our English learners • Next meeting is October 22, 2026	Everyone read through the DELAC Report from September 2026
Local Control Accountability Plan	Chairperson	Information	The Local Control and Accountability Plan (LCAP) was adopted at the June 22, 2026, Board meeting. The LCAP is located on the Modesto City Schools website. Feedback was welcomed from all stakeholders regarding the LCAP. Reviewed MCS LCAP Goal 1 and the following feedback/input was provided: - N/A	Everyone read through the LCAP and no feedback/input was provided.

REPORT: **Initial and Annual Language Assessment and Reclassification**	Principal	Information	Initial and Annual Language Assessment process was explained for 2026-2027. (see attached). ● Information used to determine the support students need ● Students just need a 4 on the ELPAC to be reclassified	Initial and Annual Language Assessment process was explained.

Monitoring of SPSA Implementation, including site expenditures addressing SPSA goals	Chairperson	Information/ Discussion	The team reviewed current goals. The following was discussed, and input was provided:
			- College and career readiness and graduation rates increased last year; came from SPSA
			- Classes and courses implemented due to SFSA with funding
			- Changes have been noted with the No Phone Policy
			- Promotion of uplifting-geared clubs
			  - Ex: LeadHerUP, QSA
			  - Improvement of attitude on campus
			- Anonymous phone booths
			  - Spreading kind messages to others who are struggling
			- Poster with all legalized clubs
			  - Future club day
			- Student voice is important
			- Emphasis on events that aren't specifically IB or PAA
			- Community-based videos	

Parent Input		Discussion	- More activities during lunch to create a fun environment - Incorporate projects that don't only rely on clubs so everyone is involved - Creating more jumbo board games, it can be a project in a class that is put to use during lunch. - Activities should be more pushed towards lunch	
Future Agenda Item				

MEETING ADJOURNED AT 4:30

Motion made by Bryce Davies seconded by Kyle Ramos

Home Language Survey

The Home Language Survey (HLS) is completed upon initial enrollment into California Schools. Families do not complete an HLS if the child has previously been enrolled in California schools.

1. Which language did your child learn when he/she first began to talk?
2. Which language does your child most frequently speak at home?
3. Which language do you (the parents or guardians) most frequently use when speaking with your child?
4. Which language is most often spoken in the home? (parents, guardians, grandparents, or any other adults)

Students for whom there is at least one response other than, or in addition to English on questions 1, 2, or 3 are designated as having a primary language other than, or in addition to, English, and must be assessed with the English Learner Proficiency Assessment for California (ELPAC) Initial Assessment within thirty calendar days of enrollment. The completed HLS is retained in the student's cumulative file in addition to being entered into the school's student information system (PowerSchool).

ELPAC Language Assessment

English Learner Proficiency Assessment for California (ELPAC)

State and federal law requires that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in kindergarten through grade twelve. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP.

- **ELPAC Initial Identification Assessment:** The ELPAC Initial Identification Assessment is used to determine whether or not a student is an English learner. LEAs will score this at the local level, which will result in a quicker turnaround of test results and facilitate timelier placement of students in the appropriate programs.
- **ELPAC Summative Assessment:** All identified ELs will be given the ELPAC Summative Assessment each spring. The results will be used to determine English learners' progress in reading, writing, listening, and speaking and for federal accountability purposes. In addition, because the summative test is administered in the spring, test results will be available to teachers by the beginning of the academic school year, providing information to guide their instructional planning. This information, along with the results of the state's academic assessment tests, can also help LEAs determine the effectiveness of their targeted ELD instruction.

ELPAC General Performance Level Descriptors

The chart below provides the general performance level descriptors (general PLDs) for the ELPAC. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories in the 2012 California English Language Development Standards: Kindergarten Through Grade 12. See the ELD Standards Proficiency Level Continuum below.

These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the IA, a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP).

Level	ELPAC Performance Level Description
4	English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

ELD Standards Proficiency Level Continuum

Student Capacities	ELD Proficiency Level Continuum						Lifelong Language Learning
	→ Emerging →		→ Expanding →		→ Bridging →		
Native Language English learners come to school possessing a wide range of competencies in their native language appropriate to their age. They may have varying levels of literacy in their native language, depending on their prior experiences in the home, community, and school. As learners of English as a new language, they gain metacognitive awareness of what language is and how it is used and apply this awareness in their language learning strategies, including drawing upon knowledge of their native language.	English learners ***enter*** the Emerging level having limited receptive and productive English skills. As they ***progress through*** the Emerging level, they start to respond to more varied communication tasks using learned words and phrases with increasing ease.	Upon ***exit*** from the Emerging level, students have basic English communication skills in social and academic contexts.	As English learners ***progress through*** the Expanding level, they move from being able to refashion learned phrases and sentences in English to meet their immediate communication and learning needs toward being able to increasingly engage in using the English language in more complex, cognitively demanding situations.	Upon exit from the Expanding level, students can use English to learn and communicate about a range of topics and academic content areas.	As English learners ***progress through*** the Bridging level, they move from being able to communicate in ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts toward being able to refine and enhance their English language competencies in a broader range of contexts.	Upon ***exit*** from the Bridging level, students can communicate effectively with various audiences on a wide range of familiar and new topics to meet academic demands in a variety of disciplines.	Students who have reached "proficiency" in the English language (as determined by state and/or local criteria) continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts.
High-Level Thinking with Linguistic Support English learners possess cognitive abilities appropriate to their age and experience. In order to communicate about their thinking as they learn English, they may need ***varying linguistic support, depending on the linguistic and cognitive demand of the task.***	**General Extent of Support**						
	Substantial Students at the ***early stages*** of the Emerging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **substantial** linguistic support; as they develop more familiarity and ease with understanding and using English, support may be **moderate or light** for familiar tasks or topics.		**Moderate** Students at the ***early stages*** of the Expanding level can engage in complex, cognitively demanding social and academic activities requiring language when provided **moderate** linguistic support; as they develop increasing ease with understanding and using English in a variety of contexts, support may be **light** for familiar tasks or topics.		**Light** Students at the ***early stages*** of the Bridging level can engage in complex, cognitively demanding social and academic activities requiring language when provided **light** linguistic support; as they develop increasing ease with understanding and using highly technical English, support may not be necessary for familiar tasks or topics using everyday English.		**Occasional** Students who have ***exited*** the Bridging level benefit from **occasional** linguistic support in their ongoing learning of English.

Modesto City Schools Reclassification (Exit) Criteria & Process 2025-2026

Districts are required by California Education Code section 313 to use the following four criteria to establish local reclassification policies and procedures:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development; and
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery; and
3. Parent opinion and consultation; and
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

Districts were advised by the California Department of Education that state testing or identified local assessments could be used to determine English learners (ELs) who were meeting academic measures that indicated they were ready to be reclassified. This guidance regarding the fourth criterion remains unchanged.

Once all information is documented, the student's status is changed to "RFEP", and the school is provided with documentation for the teacher and a copy is filed in the cum file. Students who do not meet all criteria remain classified as "EL" (English learner).

The goal of the English learner program is for students to become fully proficient in English and to master state standards for academic achievement as rapidly as possible. This district's reclassification criteria are listed below:

Required Criteria (*EC* Section 313[f])	Modesto City Schools Criteria
English Language Proficiency Assessment	Overall summative English Language Proficiency Assessment of California (ELPAC) Performance Level 4
Teacher Evaluation	The student's teacher(s) must recommend the student based on academic performance, including grades. Grades K-6: Prior year Trimester 3 level 2 or higher in Language Arts on Standards-Based Report Card OR Observation Protocol for Teachers of English Learners (OPTEL). Grades 8-12: Prior year trimester 2, C- or better or 2.0 GPA OR current semester 1, grade C- or better or 2.0 GPA in English Language Arts OR Observation Protocol for Teachers of English Learners (OPTEL)
Parental Opinion and Consultation	After site and district approval, Parent/Guardian is required to be notified and given an opportunity to consult with staff regarding programs to further increase prospects for academic achievement
Comparison of Performance in Basic Skills – Academic Achievement	Grades K: Prior year Heggerty OR EOY prior year DIBELS level yellow Grade 1-3: EOY prior year DIBELS level yellow Grades 4-6: EOY prior year DIBELS level yellow OR CAASPP Score of 2 Grade 7: Prior year CAASPP Score level 2 OR DIBELS level yellow OR current year ELA Diagnostic Assessment OR ELA B1 Grade 8: Prior year CAASPP Score lever 2 OR current year ELA Diagnostic Assessment OR ELA B1 Grade 9: Prior year CAASPP Score level 2 OR current ELA B1 score of 40% OR current year Diagnostic Assessment Grade 10: Prior year ELA B1,B2,B3 Score of 40% OR current year ELA B1 score of 40% OR current year ELA Diagnostic Assessment Grade 11: Prior year ELA B1,B2,B3 Score of 40% OR current year ELA Diagnostic Assessment Grade 12: Prior year CAASPP Score level 2 OR currency year ELA Diagnostic Assessment