



Merced City School District

English Learner Reclassification Form

Revised September 2026



Effective September 27, 2026, pursuant to Assembly Bill 2555, English language proficiency demonstrated through the state summative assessment is the sole criterion for reclassification. MCSD must reclassify an English learner who achieves an Overall Performance Level 4 on the Summative ELPAC or an Overall Performance Level 3 on the Summative Alternate ELPAC. This form documents the qualifying assessment result, RFEP effective date, parent/guardian notification, and completion of district records.

General Student Information:

Student Name:		Date:	
Primary Language:		School:	
Teacher:		Grade:	
ID #:		SSID:	

Staff Completing Reclassification Documentation:

Classroom Teacher:	
Designated ELD Teacher:	
Site Administrator:	
Parent(s):	
Student (Grades 6 th -8 th)	
Other:	

Reclassification Criterion – Assessment of English Language Proficiency

☐ Summative ELPAC: Overall Performance Level 4

OR

☐ Summative Alternative ELPAC: Overall Performance Level 3

Assessment Administration Year		Assessment Date:	
Overall Scale Score:		Overall Performance Level:	

☐ Official score report attached

Student Academic Profile

DPA scores and report card data document the student's academic strengths, identify instructional support needs, and establish a baseline for RFEP monitoring. These data are not criteria for reclassification and shall not prevent or delay reclassification when the student achieves an Overall Performance Level 4 on the Summative ELPAC or an Overall Performance Level 3 on the Summative Alternate ELPAC.

District Progress Assessment:

DPA Date:			
Language Arts overall level:		Reading Level:	
Math overall level:			

Kinder – 5 th Grade Report Card Date:	
Reading Overall Academic Performance:	
Math Overall Academic Performance:	

Report Card:

6 th – 8 th Grade Report Card Date:	
ELA Grade:	
Math Grade:	

Notification of Reclassification:

Parent Notification:			
The parent/guardian was informed that their child has met the state requirement for reclassification and will transition from English Learner (EL) to Reclassified Fluent English Proficient (RFEP) status. The student's assessment results, academic progress, and continued support and monitoring were shared.			
Parent/Guardian Questions or Comments:			
Parent/Guardian Signature:			Date:

Staff Notification:			
The student's teacher(s) and appropriate school staff were informed of the student's RFEP status, effective reclassification date, and continued academic monitoring.			
Staff Signature:		Date:	
Staff Signature:		Date:	

Administration Notification:			
The site administrator was informed of the student's RFEP status, effective reclassification date, and continued academic monitoring.			
Administration Signature:		Date:	

Completion Checklist:

☐	Qualifying assessment result verified and attached
☐	RFEP effective date recorded: _____
☐	AERIES: Language status and reclassification date updated
☐	AERIES: Special Programs -LIP end date entered
☐	Parent/Guardian notified
☐	Reclassification documentation filed in the student's record
☐	RFEP monitoring schedule established

Follow-up Progress after Reclassification: Year 1

Directions: Upon reclassification, set the schedule of follow-up dates based on the date of reclassification in the 8 areas titled, "Follow-up Due Date" below. State and federal laws require LEAs to monitor students who have exited EL status for four years after they have RFEP status (20 *United States Code* Section 6841[a][4][5]; Title 5 *California Code of Regulations* [5 CCR] Section 11304). After students have exited an EL program through the locally approved reclassification process, LEAs must monitor the academic progress of those RFEP students for at least four years to ensure that:

- The students have not been prematurely exited;
- Any academic deficit they incurred as a result of learning English has been remedied; and
- The students are meaningfully participating in the standard instructional program comparable to their

English-only peers. <https://www.cde.ca.gov/sp/ml/reclassified122019.asp>

Follow-up #1: 1st Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)	Satisfactory	Unsatisfactory
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Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Follow-up #2: 3rd Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)	Satisfactory	Unsatisfactory
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Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Progress after Reclassification Follow-up: Year 2-4

Follow-up #3: Every-other Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)	Satisfactory	Unsatisfactory
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Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Follow-up #4: Every-other Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)	Satisfactory	Unsatisfactory
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Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Follow-up #5: Every-other Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)	Satisfactory	Unsatisfactory
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Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Follow-up #6: Every-other Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)		Satisfactory	Unsatisfactory	
Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Follow-up #7: Every-other Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)		Satisfactory	Unsatisfactory	
Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Follow-up #8: Every-other Quarter After Reclassification: Follow-up Due Date: _____

Academic Progress (circle one)		Satisfactory	Unsatisfactory	
Subject	Student Grade Level	Grade / Progress on ELA Standards (Must reflect exactly what is recorded on the report card)	Date	DPA Date & Score
Language Arts				

Recommended plan of action:

Glossary of Terms

California English Language Development Standards (CA ELD Standards) – The California English Language Development Standards (CA ELD Standards) amplify the California State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA/Literacy). The CA ELD Standards, when used in tandem with state content standards, help English learner students build English proficiency, refine the academic use of English, and access subject-area content.

English Language Development (ELD) – English language development (ELD) instruction is designed to help English learner students attain proficiency in English and develop the listening, speaking, reading, and writing skills that form the foundation of achievement inside and outside the classroom.

English Language Development (ELD) Standards – see “California English Language Development Standards (CA ELD Standards).”

English Language Proficiency Assessments for California (ELPAC) – The ELPAC is the required state test for English language proficiency (ELP) that must be given to students whose primary language is a language other than English.

Fluent English Proficient – See “Reclassified Fluent English Proficient”

Individualized Education Program (IEP) – An Individualized Education Program (IEP) is an individualized document designed for each public school child who receives special education and related services. The IEP gives teachers, parents, school administrators, related services personnel, and students (when appropriate) an opportunity to work together to improve educational results for children with disabilities.

Reclassification – Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting the criteria.

Reclassified Fluent English Proficient (RFEP) Student – A reclassified fluent English proficient student is a former EL student who has met the criteria specified in California *EC* Section 313(f). For more information on the criteria for reclassification, please visit CDE’s [Reclassification web page](#).