





























































Flihyh RPV

wwlukp M yhu3ppvuhs puklynhylu jjslyhpvu vspj

zkluz thL h ol luk vm ol lhyL kltvuzyl ol opnoz slls vm thzly vm ol  
puklynhylu pu ivo unspzo hunhnl yz huk holthpjzN vtl vm olzl zkluz  
whyluz th ylxlz hjjslyhpvu v nyhkl L klzwp olpy jopsk ilpun vunly ohu ol  
puklynhylu hnl lspnpipspN vy olzl ml zkluzL wylzthis pu ol vw UE vm ol lupyl  
wwshpvuL ol wyvjlkyl vspulk ilsv pz v il mvssvlk wypvy v hjjslyhpun ol zklun

opz hjjslyhpvu pz mvy ol ly ml zkluz ovzl whyluz ylxlz p huk olu jyplyph hyl tIN  
klu k lht HI tllpun po whyluHzIL lhjolyL huk ypujpwhs v kpzjzz ol jyplyph  
vsk il hwwyvwypnlN kluz pu ol wyvnyht th il hjjslyhkl v nyhkl pm zOol pz hisl v  
kltvuzyl wyvmpjpluj pu rpuklynhylu huk z nyhkl ylhkpulzz i tllpun ol mvssvpun jyplyph  
vu vy ilmvy ol luk vm ol zjovvs lhyN olzl mvssvpun jyplyph zovsk il kpzjzzlk

N hylu ylxlz huk hjruvslknltn Hhhjotlu L yhu3ppvuhs puklynhylu

jjslyhpvu v yhkl ul I

RN lhjoly yljvttlukhpvu ihzlk vu zkluz hipsp v tll hss vm ol hspmvyuph jvulu

zhukhykz mvy rpuklynhylu pujskpu ol splyhj zhukhykz spzk vu hjotlu N

SN lujothyr zjvylz pu ol mvssvpun rpuklynhylu hzzlzztluzN

hN O

iN vouz lhkpun uluvy

TNpuklynhylu yppun hzr kpzypj pulypt hzzlzztlu

zjvyl vm T vu lhjo vm ol oyll jvtwvuluz Hyppun hukhykzL l wlz F

ywvz lz vujlwz vm ypu huk hunhnl hukhykz huk RI jvw vm ol

lhjolyz yiypj mvy ol zklu tz il joljrlk huk mpslk pu ol zkluz jtshpl

yljvyk hsvun po ol zklu yppun zhtwslN

## PRINCIPAL RECOMMENDATION

Principal must conduct an acceleration conference, which outlines future consequences of accelerating a child who is younger than the peer group. The focus of this conference will be on the child's social/emotional/athletic needs in middle school and senior high school. Points that should be discussed in this conference should include, but not be limited to:

- Social/ emotional impact of being amongst the youngest students in a middle school or senior high school environment
- Physical growth and development compared to grade level counterparts
- Impact on athletic competitiveness when amongst the youngest students
- Transition to college at age 17

Attachments A, B, and C must be filed in the student cumulative record.

**ASSISTANCE:**

For assistance with TK placement or 1st grade acceleration, please contact child's teacher and/or Principal.

**ATTACHMENTS:**

- Attachment A – *Transitional Kindergarten Acceleration to Grade One, Parent Request and Acknowledgement*
- Attachment B – *Transitional Kindergarten Acceleration to Grade One, Signature Form*
- Attachment C – *Transitional Kindergarten Acceleration to Grade One, Summary of Progress*

**Attachment A**

**TRANSITIONAL KINDERGARTEN ACCELERATION TO GRADE ONE**

**Parent Request and Acknowledgement**

I am requesting that my child

\_\_\_\_\_, having completed one

Name of child Birthdate

year of Transitional Kindergarten, be accelerated to Grade one at

\_\_\_\_\_  
Name of Program

for the \_\_\_\_\_ school year.

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Attachment B**

**TRANSITIONAL KINDERGARTEN ACCELERATION TO GRADE ONE**

Student Name: \_\_\_\_\_

Student Birthdate: \_\_\_\_\_

The above named student is recommended for acceleration to Grade One based on the following requirements having been met prior to the completion of the TK academic year.

Teacher recommendation based on student's ability to meet the all of the **CA Content Standards** for Kindergarten and the **Common Core State Standards for Literacy** listed on Attachment C.

\_\_\_\_\_ Signature Date

Name of Teacher

**Principal recommendation including verification that an SST -Acceleration Conference was conducted with the parent or guardian**

\_\_\_\_\_ Signature Date

Name of Principal

Assessment Results:

*Benchmark scores in NWEA/MAP Reading K-2 NWEA 2017 and Math K-2 NWEA 2017 Winter and Spring.*

*Benchmark scores in John's Reading Inventory*

*CCSS Writing Task Fall and Spring*

1. A score of 4 on each of the three components (Writing Standards, Text Types and Purposes; Concepts of Print and Language Standards 1 and 2) Copies of the Assessment rubric must be maintained in the student's cumulative record attached to student writing.

Student meets Kindergarten Content and Common Core Standards (Attachment C)

**Attachment C**

**TRANSITIONAL KINDERGARTEN ACCELERATION TO GRADE ONE**

**Summary of Progress**

A Transitional Kindergarten (TK) student must meet **all** of the **CA State Standards** for Kindergarten and the **California State Standards for Literacy** listed below to accelerate to Grade One. This form must be retained in the student’s cumulative record.

Student Name: \_\_\_\_\_

Date of Birth \_\_\_\_\_

<b>Domain:</b>	<b>Content Area:</b>	
<b>Health Education</b>	<b>Mental, Emotional, and Social Health</b>	
1.5 Describe and practice situations when it is appropriate to use “Please”, “Thank you”, “Excuse me”, and “I’m sorry”.	<i>Met</i>	<i>Not Met</i>
4.2 Cooperate and share with others.	<i>Met</i>	<i>Not Met</i>
<b>History/ Social Science</b>	<b>Responsible Conduct</b>	
1. Follow rules such as sharing and taking turns, and know the consequences of breaking them.	<i>Met</i>	<i>Not met</i>
<b>Speaking and Listening</b>	<b>Comprehension and Collaboration</b>	
1. Participate in collaborative conversation with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.		
a. Follow agreed-upon rules for discussion	<i>Met</i>	<i>Not Met</i>
b. Continue a conversation through multiple exchanges	<i>Met</i>	<i>Not Met</i>
<b>Language</b>	<b>Conventions of Standard English</b>	
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
f. Produce and expand complete sentences in shared language activities.	<i>Met</i>	<i>Not Met</i>



<b>Reading</b>	<b>Key Ideas and Details</b>	
RL2. With prompting and support, retell familiar stories, including key details.	<i>Met</i>	<i>Not Met</i>
RI2. With prompting and support, identify the main topic to retell key details of a text.	<i>Met</i>	<i>Not Met</i>
<b>Craft and Structure</b>		
RL5. Recognize common types of texts (e.g. storybooks, poems, fantasy, realistic text)	<i>Met</i>	<i>Not Met</i>
<b>Reading, Foundational Skills</b>	<b>Print Concepts</b>	
a. Follow words from left to right, top to bottom, and page by page.	<i>Met</i>	<i>Not Met</i>
b. Recognize that spoken words are represented in written language specific sequences of letters.	<i>Met</i>	<i>Not Met</i>
c. Understand that words are separated by spaces in print.	<i>Met</i>	<i>Not Met</i>
<b>Reading, Foundational Skills</b>	<b>Phonics and Word Recognition</b>	
3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text.</b>		
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.	<i>Met</i>	<i>Not Met</i>
b. Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, Uu) and know the long and short sound of each vowel.	<i>Met</i>	<i>Not Met</i>
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)	<i>Met</i>	<i>Not met</i>

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

*Met*

*Not met*