

LEA-Preparing for the Adoption Process  
Participant Questions from Webcast  
October 30, 2008

**Alisal:**

1. Can a district purchase more than one program that might mean different publishers? Would bilingual classrooms get one program and EO classrooms another, or, if you are a district that has a large ELL population and supports a bilingual program, would the entire district then basically go for Program 3?

It is the district's choice to purchase from more than one publisher.

There are three publishers that submitted a Program 2 (in English with ELD) and 3 (in Spanish with ELD): SRA/McGraw-Hill *Imagine It/Imaginalo* (K-6), MacMillan/McGraw-Hill *California Treasures/Tesoros de lectura* (K-6), and Pearson Scott Foresman CA Language Central (K-5)/Calle de lectura para California (K-3).

Bilingual classrooms and EO classrooms will have different materials, however they can be from the same publisher if you choose from those mentioned above.

It is not recommended that classrooms in which English is the language of instruction use Program 3 materials. These materials are intended for a primary language/bilingual Spanish setting.

**Del Norte:**

2. Will there be an e-book online for the students?

It will vary by publisher. For those publishers who do, the final price lists will be posted at <http://www.cde.ca.gov/ci/cr/cf/ap1/plsearch.asp>. Electronic components will be listed there. Publishers may submit an electronic format of adopted instructional materials at any time during the adoption cycle.

3. Is there a big difference in price between Program 1 and Program 2?

Prices have not been posted but will be later this year. The website is <http://www.cde.ca.gov/ci/cr/cf/ap1/plsearch.asp>. Please note that Program 2 has the ELD component that supports up to 60 minutes of instruction and this is not part of Program 1. Costs will be determined on what components are ordered by districts.

**Calexico:**

4. Is it possible to get the publishers to put their materials on-line so schools can review their products and then request samples?

This requirement will go into effect in future adoptions.

5. Are any efforts or considerations being given to reducing the weight of textbooks?

Textbook weight regulations 9517.2 are now in effect and state:

*(b) The following maximum weight standards are in effect for each student textbook in elementary and secondary schools:*

*(1) Grades K-4: Three Pounds*

*(2) Grades 5-8: Four Pounds*

*(3) Grades 9-12: Five Pounds*

*(c) Publishers and manufacturers submitting textbooks for adoption by the State Board of Education for kindergarten through grade eight that exceed the maximum weight standards listed above shall provide at least one alternative for lighter weight materials with identical content. These lighter weight alternatives may include, but are not limited to, split volumes, electronic editions, softcover editions or other alternate physical formats. The lighter weight alternative must be identified by the publisher when they submit their bid forms to the California Department of Education (CDE) as part of the instructional materials adoption.*

After action by the State Board of Education, publishers who exceed the weight limit will have to offer an alternative.

**San Bernardino COE:**

6. Can a company submit a program after the State Board of Education has approved in November?

The next adoption of instructional materials is the follow-up adoption in 2010. We are asking publishers if there is interest in the following subject areas: reading/language arts, mathematics, visual and performing arts, science, and foreign language. The bulletin that went to publishers is available at <http://www.cde.ca.gov/ci/cr/cf/index.asp>.

**Fresno:**

7. Do all districts have to adopt during the 2009-2010 school year? Which is the appropriate program for ELD 1,2,3 courses at middle school?

Presently, there is a 24-month window for materials adoption. Districts can adopt the new RLA materials for the 2009-2010 or 2010-2011 school year.

Program 2 will be the appropriate middle school program if you are seeking the 60 minutes of connected ELD materials.

8. Will the intervention kit in Program 3 be in Spanish?

Program 3 is the primary language option and for this adoption only Spanish language materials were submitted. The intervention kit may be submitted in Spanish or English by publishers. A complete listing of available components will be available <http://www.cde.ca.gov/ci/cr/cf/ap1/plsearch.asp>

**PSD:**

**9.** How can we offer Program 5 without tracking students? Can Program 5 also be used with EO students?

As with the current intervention programs in California, students are placed into intervention based upon need. This is determined by a program's assessment system. No student should be in intervention for more than 2 years, and the assessment system will guide you as to when and how to exit a student back to the basic program.

Many publishers submitted programs for Program 4 and 5. The programs were written to meet the criteria for both program types. In this scenario, it is possible that an EO student could be in a Program 5. Your district specifics should be discussed with the publisher.

**10.** With the addition of intensive vocabulary instruction extra support for struggling readers and English learners, and the additional 15-minute lessons from the intervention kit, will the state be extending the school day, or will this be a district decision?

This will be a district decision.

**11.** Will the benchmark (SCOE) assessments be updated and aligned to correlate with the new adoptions?

Publishers were charged with developing comprehensive assessment systems that would adequately inform instruction. At this time there are no plans to upgrade the current SCOE assessments for the new adoption. However, these assessments are still available for use until new programs chosen by districts are in place.

**Santa Ana:**

**12.** Will CBM assessments include progress monitoring for Rtl purposes?

The criteria did not require specific assessments regarding Rtl, however all programs will have progress monitoring assessments for districts to use. Please refer to the RLA Framework pages 310-314 for information about what will be included with the new programs.

**13.** What is the requirement for EL students who are also struggling? What would the ELA/ELD block look like in terms of minutes per day?

Please refer to Chapter 9 of the RLA Framework, pp. 293-303, Section 1, for a description of the 5 program types and extra support requirements for all students.

**San Diego:**

**14.** What is the role of “power standards” in the RLA Framework and in teaching the new programs

The California Reading/Language Arts Framework does not identify any grade level standards as “power standards.” Because this is a practice in many districts, however, the Reading/Language Arts Adoption Toolkit offers guidance to districts who wish to take an in-depth look at how standards are introduced, developed, and assessed throughout a particular program.

**San Jose:**

**15.** Will the high priority standards be targeted and assessed throughout the T.E.?

The California Reading/Language Arts Framework does not identify any grade level standards as being “high priority.” Because this is a practice in many districts, however, the Reading/Language Arts Adoption Toolkit offers guidance to districts who wish to take an in-depth look at how standards are introduced, developed, and assessed throughout a particular program.

**San Joaquin COE:**

**16.** Will there be a more detailed description of the assessment component? Will CBM measures be incorporated? Will criterion reference tools be used?

Please refer to the RLA Framework pages 310-314 for information about what will be included with the new programs. All adopted programs had to meet the criteria on these pages in order to be adopted.

**Monterey COE:**

**17.** What can be recommended for Dual Immersion programs? Will students have the support they need to move into English for waiver classes or dual immersion classes?

Program 3 materials are not specific to a bilingual program type. All Program 3 materials will include 60 minutes of English language development, as well as the 30 minutes of Extra Support for English Learners. Talk with Program 3 publishers about the specific needs of your district.

**Banning:**

**18.** Will supplemental programs like Avenues and Rigby still be approved in conjunction with Program 1? Will ELD be required to be 1 hour? Is the pacing condensed for English Only students in the different programs?

Non-adopted ELD programs, such as Avenues and Rigby, are not aligned to the newly adopted reading language arts programs, however, we are still waiting on a definitive answer from CDE on this issue.

The amount of time spent on ELD instruction is a district decision; Programs 2 and 3 will provide you with 60 minutes worth of materials.

The 60 minutes of ELD materials is for use above and beyond the time requirements for core instruction.

**Yolo COE:**

**19.** Under Program 2, will the understanding be that during a pilot process teachers will essentially teach ELA for 4 hours a day?

Amount of time spent piloting materials each day is a district decision.

The programs were written to the following daily time requirements:

60 minutes for K

2.5 hours for grades 1-3

2 hours for grades 4-6

1 hour, up to 2 hours for grades 6-8

In addition to this, there are materials that Programs 1, 2, and 3 provide which are above and beyond the time requirements noted above. These materials (such as the 30 minutes of Extra Support for Struggling Readers) are outlined on pages 293-296 of the RLA Framework. Two examples of how these materials can be used are during universal access or strategic intervention time.

**WCCUSD:**

**20.** How should districts plan for exit for Programs 4 and 5, and support those who exit? Will there be consistent statewide criteria for placement in Program 4 and 5 and exit from both programs?

Each intervention program comes with guidance for placement into and exit from the program, as well as guidance for moving from level to level. There are no statewide criteria, as each program is unique and the guidelines for each program should be followed.

A support system for students who exit intervention and return to the basic program should be a consideration for every district. One example of support may be strategic support time for a student.