

**ADDENDUM TO THE 2003  
FOREIGN LANGUAGE ADOPTION  
STATE BOARD OF EDUCATION  
ADOPTION REPORT**

**2005 Follow-Up Adoption  
in Foreign Language**

## ACKNOWLEDGMENTS

**Members of the Curriculum Commission who provided leadership throughout the planning and implementation of the 2005 Follow-Up Adoption Process:**

**Norma Baker**, Chair, Curriculum Commission, 2005; Director, Elementary Instruction, Los Angeles Unified School District

**José Velasquez**, Chair, Foreign Language Subject Matter Committee, 2005; District Reading First Expert, Los Angeles Unified School District

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**Foreign Language IMAPs**

**Jackie Cato**, High School Spanish Teacher, Yuba City Unified School District

**Marisol Castro**, Bilingual Literacy Expert, Los Angeles Unified School District

**Susie Chow**, Teacher Advisor/Coordinator, Los Angeles Unified School District

**Lee Martinez**, Teacher, Elk Grove Unified School District

**Maria Martinez**, Bilingual Literacy Expert, Los Angeles Unified School District

**Tina Matic**, Spanish Teacher, Oxford Academy, Anaheim Union High School District

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**Susan Martimo**, Department-Publisher Liaison and Consultant

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**Beth Rice**, Consultant

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**Finally, the Curriculum Commission commends and extends sincere appreciation to the publishers of instructional resources that participated in the 2005 Follow-Up Adoptions.**

## ADOPTION PROCESS

### **State Board of Education Public Hearing and Action:**

On November 9, 2004, the State Board of Education (SBE) approved the *2005 Follow-Up Adoption Schedule of Significant Events*, establishing the 2005 Follow-Up Adoption in Foreign Language. The 2005 Follow-Up Adoption culminated at the SBE meeting on September 7-8, 2005. In preparation for the meeting, members of the SBE had the opportunity to review the submissions personally. The SBE received a recommendation from the Curriculum Development and Supplemental Materials Commission (Curriculum Commission) regarding each submission. The members of the Curriculum Commission reviewed the submissions personally, considered public testimony, and reviewed the reports of findings provided by the Instructional Materials Advisory panel (IMAP) and Content Review Panel (CRP) members.

Prior to taking action, the SBE held a public hearing during which individuals could address the recommendations of the Curriculum Commission and the merits of the submissions.

Pursuant to *Education Code* Section 60200(d), the SBE found, taking into account the totality of the information received, that each instructional materials submission that was rejected did not adequately meet the criteria for adoption.

### **Appointment and Training of Reviewers:**

At the March 9-10, 2005, SBE meeting, the SBE approved the appointment of CRP members, and IMAP members to review instructional materials for the 2005 Follow-Up Adoption. On March 16-18, 2005, CRP and IMAP members received training in the evaluation criteria, content standards, and legal and social compliance. One CRP and seven IMAPs were trained for Foreign Language.

### **Review by IMAP/CRP Members and Commissioners:**

During the month of April, IMAP, CRP, and Curriculum Commissioners received sets of materials that were assigned to each panel to review and evaluate according to the evaluation criteria. Panel members and Commissioners conducted their independent review of materials in April, May, and June 2005.

### **Deliberations:**

Deliberations for the 2005 Follow-Up Adoption in Foreign Language were held June 13-15, 2005. The foreign language IMAP/CRP panel met at 1500 Capitol Mall, Sacramento, to conduct deliberations and produce reports of findings for each of the three programs submitted for review and adoption.

**Legal and Social Compliance Review:**

Legal and social compliance review for the 2005 Follow-Up Adoption in Foreign Language was conducted both by the three Learning Resource Display Centers (LRDCs) which regularly conduct out-of-cycle legal and social compliance reviews, as well as by the IMAP/CRP panel members. On June 29, 2005, a Curriculum Commissioner and California Department of Education (CDE) staff reviewed legal and social compliance citations submitted by IMAP/CRP members, compared the citations to those processed through the LRDCs and submitted citations to publishers for response. Six citations were sent forward to foreign language publishers.

**July 15, 2005, Curriculum Commission Meeting:**

At the July 15, 2005, Curriculum Commission meeting, the Commissioners reviewed the IMAP/CRP Reports of Findings for each of the submitted programs, held two public hearings, one during the Subject Matter Committee (SMC) meeting, and one during the full Commission meeting, and took action on the three programs submitted for review and adoption.

**Edits and Corrections Meeting:**

An Edits and Corrections meeting was scheduled for October 2005. Publishers presented their edits as recommended by the IMAP/CRP members, and Curriculum Commissioners. A memorandum memorialized the meeting and confirming agreement regarding edits and corrections was sent to each affected publisher. Subsequently, publishers were informed of slight changes needed to comply with the provisions of statute, regulations, and State Board policy related to test preparation.

**Public Comment:**

Instructional materials submitted for adoption were displayed for public review and comment, beginning in April 2005, at twenty-two LRDCs located around the state. The general public was given an opportunity to provide written comments through August 2005.

**Publishers' Responsibilities if Adopted:**

According to the provisions of *Education Code* Section 60061, and the *California Code of Regulations*, Title 5, publishers are required to follow guidelines of the "Most Favored Nation Clause" which ensures that publishers furnish the instructional materials in California at the same price or at the lowest price offered in other states. In addition, publishers are required to fill a textbook order within sixty days of the date of a submitted purchase order. Should the publisher or manufacturer fail to deliver instructional materials within sixty days of the receipt of a purchase order from a school district, the school district may assess as damages an amount up to five hundred dollars for each working day the order is delayed beyond sixty calendar days.

**Summary of  
2005 Follow-Up Adoption  
FOREIGN LANGUAGE**

Adopted by the State Board September 7, 2005

Adopted Programs			
PUBLISHER	PROGRAM TITLE	Grade Level	Language Learning Continuum Stages
EMC/Paradigm Publishing	<i>Navegando 1A and 1B</i>	Seven and Eight	Stages I and II
Wright Group	<i>¡Viva el español!</i>	One through Six	Stages I and II
This program is rejected			
Santillana USA Publishing	<i>Nuevo ¡Bravo, bravo! System</i>	Kindergarten through Five	Stages I, II, and III

**Special Issues:**

*Education Code* Section 60200(b)(1), added to the *Education Code* in January 2003, following the passage and chaptering of Senate Bill (SB) 1058, established for-fee follow-up adoptions. Significant budget cuts to CDE resulted in the postponement of follow-up adoptions that had been scheduled for 2002-03, and 2003-04. SB 1058 gave the CDE authority to assess publishers and manufacturers of instructional materials a fee to participate in a follow-up adoption and offset the follow-up adoption's costs.

Follow-up adoptions expand the number of adopted programs available to school districts. The follow-up adoptions use the same evaluation criteria as the last primary adoption. Programs adopted under a follow-up adoption are added to the list of materials adopted in the last primary adoption. The follow-up materials list expires at the same time as the primary adoption list. For Foreign Language, both the 2003 primary adoption list and the 2005 follow-up adoption list will expire June 30, 2012.

At the SBE meeting on November 13, 2003, the SBE completed the 2003 Primary Adoption of Kindergarten through eighth grade (K-8) Instructional Materials in Foreign Language by adopting fourteen foreign language programs; three French programs, three Latin programs, six Spanish programs, and one program each for German and Japanese. On September 7, 2005, the SBE added two additional Spanish programs to the list.



**THESE PROGRAMS ARE  
ADOPTED**

## 2005 Follow-Up Adoption – Foreign Language

**Publisher:** EMC/Paradigm Publishing

**Title of Program:** *Navegando 1A and 1B*

**Grade Level:** Seven and Eight

**Recommended Language Learning Continuum Stage(s): I and II**

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### **Components**

The components of this program include 1A and 1B textbooks, an interactive textbook (*Navegando electrónico*) and workbooks, listening activities on audio CDs, and a set of *Materiales para hispanohablantes*. Also included are communicative activities, activities for proficiency, and grammar and vocabulary exercises. Teacher materials include annotated teacher's editions for 1A and 1B (also on CD-ROM), student editions, 1A and 1B workbook teacher's editions, *1A and 1B, Middle School Resources Manual, 1B Middle School Bridge Program Grammar and Vocabulary Exercises Teacher's Edition, TPR Storytelling Manual*, overhead transparencies, a testing/assessment program, a *Test Generator* CD-ROM, *Universal Access Handbook*, and black-line master resources.

### **Recommendation**

The State Board adopted the program for Language Learning Continuum Stages I and II in keeping with the recommendations of the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission.

### **Foreign Language Content/Alignment with Curriculum:**

The program addresses all the evaluation criteria in this category and is aligned with the Language Learning Continuum, Stages I and II.

### **Program Organization:**

The program addresses the evaluation criteria in this category.

### **Assessment:**

The program addresses the criteria in this category.

### **Universal Access:**

The program addresses the criteria in this category.

### **Instructional Planning and Support:**

The program addresses the criteria in this category.

## 2005 Follow-Up Adoption – Foreign Language

**Publisher:** Wright Group

**Title of Program:** *¡Viva el español!*

**Grade Level:** Grade one through six

**Recommended Language Learning Continuum Stage(s):** I and II

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### Components

The components of this program for all six levels include lesson planner cards, teacher resource books, assessment book and audio CD, cultural resource book, heritage speaker activity book, vocabulary flashcards, audio CDs, big books, little books, hand puppets, and a workbook. For the three upper levels, *¡Hola!*, *¿Qué Tal?* and *¡Adelante!* teacher wraparound editions, *¡Hola!*, *¿Qué Tal?* and *¡Adelante!* student editions, and overhead transparencies are included.

### Recommendation

The State Board adopted this program for Language Learning Continuum Stages I and II in keeping with the recommendations of the Instructional Materials Advisory Panel, Content Review Panel, and Curriculum Development and Supplemental Materials Commission.

### Foreign Language Content/Alignment with Curriculum:

The program addresses all the evaluation criteria in this category and is aligned with Language Learning Continuum Stages I and II.

### Program Organization:

The program addresses the evaluation criteria in this category.

### Assessment:

The program addresses the evaluation criteria in this category.

### Universal Access:

The program addresses the evaluation criteria in this category.

### Instructional Planning and Support:

The program addresses the evaluation criteria in this category.

**THIS PROGRAM  
IS REJECTED**

## 2005 Follow-Up Adoption – Foreign Language

**Publisher:** Santillana USA

**Title of Program:** *Nuevo ¡Bravo,bravo! System*

**Grade Level:** Kindergarten through grade five

**Recommended Language Learning Continuum Stage(s):** I, II, and III

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### Components

This program is composed of two tracks: *Nuevo ¡Bravo, bravo!* is designed for English speakers learning Spanish, grades kindergarten through five (K-5), and *Nuevo Siglo de español*, a parallel track designed for heritage language learners of Spanish, grade K-5. Each level of both tracks contains a student book, a teacher guide, an assessment component, a CD with songs and music, and a classroom library. *La Cartilla* is a phonics program for kindergarten through grade one (K-1) designed to be used with both tracks. *La Cartilla* components include *Activity Book K* and *Activity Book 1*, for students. Teacher components include a classroom poster book K-1 and user's guides K-1. Classroom components include alphabet picture cards, alphabet poster, alphabet game, alphabet flash cards, syllabic game, syllabic flash cards, *Richmond Picture Dictionary*, videos - *Viajes al Español A & B*, *Cuaderno de enlace*, and a workbook

### Recommendation

The State Board of Education rejected this program for Language Learning Continuum Stages I, II and III, in keeping with the recommendations from the Instructional Materials Advisory Panel, the Content Review Panel, and the Curriculum Development and Supplemental Materials Commission. The program is not aligned with the evaluation criteria for Criteria Category 4, Universal Access, and Criteria Category 5, Instructional Planning and Support Criteria.

### Foreign Language Content/Alignment with Curriculum:

The program addresses the evaluation criteria in this category.

### Program Organization:

The program addresses the evaluation criteria in this category.

### Assessment:

The program addresses the evaluation criteria in this category.

**Universal Access:**

The program does not meet the evaluation criteria in this category. The program does not provide teachers with suggestions and strategies to adapt the curriculum to meet the needs of all students, including those below grade level in reading-language arts.

**Instructional Planning and Support:**

The program does not meet the evaluation criteria in this category. The instructional materials do not provide a clear road map for teachers to follow when planning language instruction based on the Language Learning Continuum stages of the *Foreign Language Framework*. The program does not provide strategies to address and correct common student errors. A variety of pedagogical strategies for flexible grouping of students were not evident.