



N.E.W. Academy Charter Schools

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Language Academy Overview

Mission Statement:

The mission of the Language Academy in partnership with families and the community, is to be an educational learning model to include multi-language proficiency by providing educational opportunities that integrate the linguistic and cultural assets of our students.

Program Description

The goal of the Language Academy is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. English Learners (ELs) enrolled in this program will increase *and* maintain target language proficiency (Spanish) while simultaneously acquiring academic English. Correspondingly, English Only (EO) and Identified Fluent English Proficient (IFEP) students in this program develop language and literacy skills in English while being immersed in target language instruction (Spanish). Students enter this program in Transitional Kindergarten/ Kindergarten, or first grade, and continue through the end of elementary school.

The NEW Language Academy implements a Dual Language program design with designated content areas delivered in English and Spanish throughout the instructional day. Beginning in Transitional Kindergarten/Kindergarten the Spanish curriculum includes literacy development and content subjects. Simultaneously, the English curriculum includes language and literacy development and content subjects with focused attention on the academic demands of each content area. The proportion of English and Spanish instruction is specified in each school's program matrix. By third grade, all students who participate in this program spend half their day in English and the other half in Spanish. These percentages are maintained through the end of fifth grade.

Program Requirements

Each school site adheres to California State English Learner guidelines and provide documented parental options and choices for their children’s instructional programs. All of the program models are research-based and all instructional approaches are informed by data from the assessment programs and teacher and program developed Authentic Assessment approaches. Parents are provided information about program options, and a Parental Exception Waiver is completed annually for each participating EL.

- Teachers must be appropriately certified – Spanish Bilingual Authorization
- Proportion of English and Spanish instruction begins in TK/K and is delineated in the Program Matrix ending in a 50/50 delivery at the end of 5th grade.

Program Components

Content Instruction is guided by California State Standards, the English Language Master Plan and the principals set down as part of the California Engling Learner Roadmap.

- Instruction provided in both languages in the proportion indicated by program matrix
- Languages are strategically separated during the instructional day
- Integrated ELD and SDAIE methodology are used to provide access to core subjects and to make content comprehensible to the student during instruction in English.

English Language Development Instruction is delivered according to student proficiency levels, and guided by the California ELD State Standards (2012).

- Grades TK/K: 30-40 minutes of designated ELD instruction at the students’ assessed level of English language proficiency to meet the appropriate ELD standards.
- Grades 1-5: 45-60 minutes of designated ELD instruction at the students’ assessed level of English language proficiency to meet the appropriate ELD standards.
- Standards-aligned instruction with attention to transferable and non-transferable skills

Materials and Resources are aligned to State Standards and support the implementation of the Dual Language Program design.

- Use of State-adopted, district-approved, standards-based materials in English and target language (Spanish)
- Common Core Aligned materials
- All the core curriculum is State-adopted, district-approved and standards aligned materials.
 - **Language Arts:** All grade levels use Benchmark Universe Advance (English)/Adelante (Spanish) by Benchmark Universe. The curriculum provides Integrated ELD support throughout the entire curriculum and for each grade level.
 - **ELD:** All grade levels use Benchmark Universe English Language Development. The curriculum provides language transfer support and ways to differentiate instruction.

- **Math:** All grade levels use SAVVAS, enVision Mathematics. The curriculum provides a Language Support Handbook. The handbook provides lesson instructional support that promotes language development. It includes teaching support for Academic Vocabulary. The Math program provides ELL support by using visual learning throughout. This support includes a Visual Learning Animation Plus and a Visual Learning Bridge for each lesson.
- **History-Social Science:** All grades use Impact/Impacto by McGraw Hill. The curriculum follows the guiding principles for supporting English learners.
- **Science:** All grades use FOSS kits by Delta. The curriculum provides English Language Development Resources (FOSS ELD Lesson Planner, planning tool for using ELD standards in FOSS, Guiding Principles for Science and ELD instruction...)
- Special consideration was made in adopting the curriculum when meeting the needs of our students. All core curriculums include a vital component that addresses the need to reach English learners, provide resources to meet their needs, and differentiate instruction.

Assessments are identified and benchmark goals set for ELs and EO/IFEPs students enrolled in the Dual Language program.

- Academic Achievement Measures
 - Grade Level Benchmark Assessments in both languages
 - SBAC (California Smarter Balanced Assessments)
- English Language Proficiency Measures
 - ELPAC(English Language Proficiency Assessments for California)
 - LAS Links (Language Assessment Scale)

Pathways to the California Seal of Biliteracy

The Seal of Biliteracy started in California by Californians Together in 2008 as a grassroots movement to reverse the deficit view of English Learners (ELs) to instead honor and recognize them for their proficiency in English and another language, while preparing all students for global citizenship. The Seal of Biliteracy is an award given by a school, district, or state in recognition of students who have studied and attained proficiency in two or more languages by high school graduation. As of January 30, 2024, all 50 states plus Washington, D.C. had established a State SoBL program. Each state establishes their own rules, including award criteria and data collection.

NEW Academies values multilingualism. The schools provide programs and opportunities that foster the development of two or more languages to support students in preparing to meet the criteria for obtaining the California State Seal of Biliteracy. To this end, several pathway awards have been established at the elementary level to acknowledge and encourage students to continue to develop language and literacy skills in two or more languages. Each of the pathways is detailed below:

Early Elementary: Biliteracy Participation Award

At the end of kindergarten, students who have completed at least one year in the Language Academy may receive the ***Biliteracy Participation Award*** if the following requirements are met:

1. Receive a score of Proficient or Advanced on a standards-based test in a language other than English **OR** on a district writing benchmark in a language other than English.
2. Maintain a reading log of at least ten grade-appropriate books, read independently or through shared reading, in a language other than English (Log must be signed by a staff member)
3. **For English learners**, achieve normative progression on language proficiency as measured by the LAS-Links (Language Assessment Scale).

Mid-Elementary: Biliteracy Development Award

At the end of third grade, students who have completed three years or more in the Language Academy or who are literate in a language other than English may receive the ***Biliteracy Development Award*** if the following requirements are met:

1. Receive a score of Proficient or Advanced on a standards-based test in a language other than English **OR** on a district writing benchmark in a language other than English.
2. Maintain a reading log of at least ten grade-appropriate books, read independently, in a language other than English (Log must be signed by a staff member).
3. **For English learners**, achieve normative progression on the ELPAC (formerly CELDT) by obtaining a minimum proficiency level of “***exit*** Expanding” (CELDT Intermediate).

Upper Elementary: Biliteracy Achievement Award

At the end of fifth grade, students who have completed five years or more in the Language Academy or who are literate in a language other than English may receive the ***Biliteracy Achievement Award*** if the following requirements are met:

1. Receive a score of Proficient or Advanced on a standards-based test in a language other than English **OR** on a district writing benchmark in a language other than English.
2. Perform a minimum of 20 hours of community service using a language other than English (e.g. translation, tutoring in Spanish, afterschool Spanish club service) while in grades 4-5.
3. **For English learners**, achieve normative progression on the ELPAC (formerly CELDT) by obtaining a minimum proficiency level of “***early*** Bridging”.

The Seal of Biliteracy promotes bilingual-bicultural pride. Throughout their school experience, students are encouraged to be biliterate, and help schools to promote bilingualism by providing medals and seals. Students who participate in the Language Academy at the NEW Academy Charter Schools are positioned to obtain the California State Seal of Biliteracy.

The table below describes California’s eligibility criteria for students when they graduate from high school.

State Seal of Biliteracy

Eligibility Criteria for a Student Whose Primary Language is English

Each of these three academic requirements shall be fulfilled.

1. Students must have completed all English–language arts (ELA) requirements for graduation with an overall grade point average (GPA) of 2.0 or above in those classes.
2. Students must have passed the California Standards Test (CST) in ELA (administered in grade eleven) at the “proficient” level.
 - a. Passing a locally determined assessment at the "proficient" level in English-language arts (ELA) set for native English speakers administered at grade eleven or
 - b. Using an existing passing California Standards Test in ELA at the "proficient" level given in grade ten
3. Students must demonstrate proficiency in one or more languages other than English through one of the following methods:
 - a) Pass a foreign language Advanced Placement (AP) exam, including American Sign Language, with a score of three or higher.
 - b) Pass an International Baccalaureate examination with a score of four or higher.
 - c) Successfully complete a four-year high school course of study in a foreign language and attain an overall grade point average of 3.0 or above in that course of study.
 - d) If no AP examination or off-the-shelf language test exists and the district uses its own language examination, the school district must certify to the State Superintendent of Public Instruction (SSPI) that the test meets the rigor of a four-year high school course of study in that foreign language.
 - e) If a district offers a language examination in a language in which an AP examination or off-the-shelf examination exists, the district language examination must be approved by the SSPI.
 - f) Pass the Scholastic Assessment Test (SAT) II foreign language exam with a score of 600 or higher.

Eligibility Criteria for a Student Whose Primary Language is not English

If the primary language of a student in grades nine to twelve, inclusive, is other than English, the student shall also meet the following two academic requirements:

1. Achieve Early Advanced proficiency level on the California English Language Development Test (CELDT), which may be administered an additional time, as necessary.
2. Meet the requirements above as Stated in 1, 2, and 3.