

## What is a dual-language immersion program?

Dominant English speakers and dominant Spanish speakers are grouped together in classes. They learn both English and Spanish through content. All students become bilingual and biliterate (read, write and speak).

At *Esperanza*, we believe students are capable of higher-order thinking and that our dual-language program actively mobilizes students' cultural experiences and prior knowledge. As a result of this educational approach, students will be better able to understand the future math, science, technology and business needs of our rapidly globalizing society.

## What are the goals of our dual-language program?

- High levels of proficiency in students' first language.
- High levels of proficiency in students' second language.
- High academic expectations at each grade level in both languages.
- Positive cross-cultural attitudes and behaviors.



# Spanish-English Language Immersion Public Charter School

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West Valley City

## Esperanza Elementary

*Esperanza* is a public charter school.  
There are no tuition costs or fees.

### Founders & Board of Directors

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If you want more information or you want to be involved  
in establishing *Esperanza*, contact:

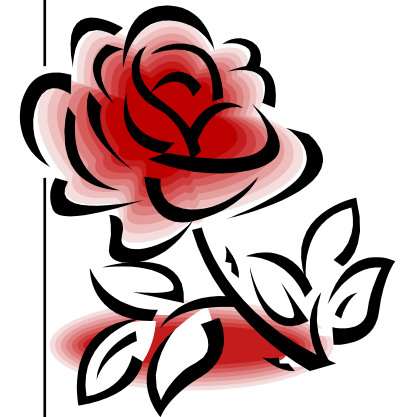
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WEST VALLEY CITY

*Esperanza*  
*Elementary*

A New  
Dual Language  
Public School



For more information: (801) 466-1117

# ESPERANZA ELEMENTARY

A Spanish-English Language Immersion Charter School  
West Valley City



## What makes *ESPERANZA* a unique public school?

**FOCUS:** Provide a quality school education to elementary school age children who will become bilingual and biliterate (read, write and speak) in two languages.

**ENROLLMENT:** Esperanza will enroll students in grades K-6<sup>th</sup> with no more than 25 students per class.

### SCHOOL COMMUNITY:

- Glasser Quality School principles
- Purkey Invitational Education principles

### SCHOOL PROGRAM:

- 90/10 Spanish-English dual immersion program.
- All students, starting in Kindergarten, will learn to play chess and to play the violin because of the cognitive and social benefits.

### CURRICULUM:

- Multicultural: Grade level core in language arts, math, science, etc., is enhanced with multicultural perspectives
- Civics with components of service learning, social action, and character education in order for students to become productive citizens who preserve democratic principles.
- Literacy is focused not only on how to read but also the love of reading.

Educators and staff will be qualified to work with our student population; they will be bilingual and biliterate in English and Spanish.

School-Community Partnerships in order to create and operate a Community Learning Center that focuses on multifaceted needs of the entire family.

## Benefits of a Two-Way Dual Language Immersion Program for All Children

- Results in high levels of proficiency in students' first and second languages — students are functionally literate (read, write and speak) in two languages.
- Improves performance on tasks that call for divergent thinking, pattern recognition and problem solving.
- Raises self-esteem for all children.
- Prepares children to be successful in a global society — academically, linguistically and socially. Enhances future employment opportunities.
- Promotes greater understanding, tolerance, appreciation and respect for other languages and cultures.
- Offers equal access to education.
- Increases parent and community involvement.
- Native Spanish speakers acquire strong literacy skills in Spanish which can then be applied to the acquisition of English literacy.
- Native English speakers outperform control students in all-English schools on a variety of English language tests including reading, writing and listening.
- Native Spanish speakers make better progress in acquiring full proficiency in English compared to progress made in other ESL-like programs generally used in schools.



## Barbara Lovejoy, M.Ed., Founder

Barbara (McCauley) Lovejoy is an experienced educator with endorsements in Early Childhood Education, Gifted Education and Bilingual Education. For 30 years, she has served as a classroom teacher, bilingual teacher and coordinator for English Language Learner programs in Salt Lake and Granite school districts, and a private school, Realms of Inquiry. Most recently, she was the Assistant Director, Dean of Students and instructional leader for the Dual Immersion Academy charter school located in Salt Lake City's Westside. Barbara has taught multicultural education at BYU and worked with the BYU Counseling Psychology and Special Education departments. She helped found the Utah Association for Bilingual Education and served as its President for a number of years.

Through her work with English language learners, Barbara has gained a special understanding of the challenges faced by children learning new languages and a strong belief in the value for all children to be bilingual and biliterate. She has written weekly articles on education for *Mundo Hispano*, a Hispanic newspaper, and is the author of the book *My Years As a Hispanic Youth Advocate...and The Lessons I Have Learned*. She is the founder of the nonprofit, *Generación Floreciente*, the purpose of which is to implement programs to benefit Hispanic youth. Barbara is currently leading the efforts of a diverse founding group to establish a language immersion public charter school named *Esperanza Elementary* for children in West Valley City.

