



**The American  
School Foundation.**

*Educating global citizens for a changing world*

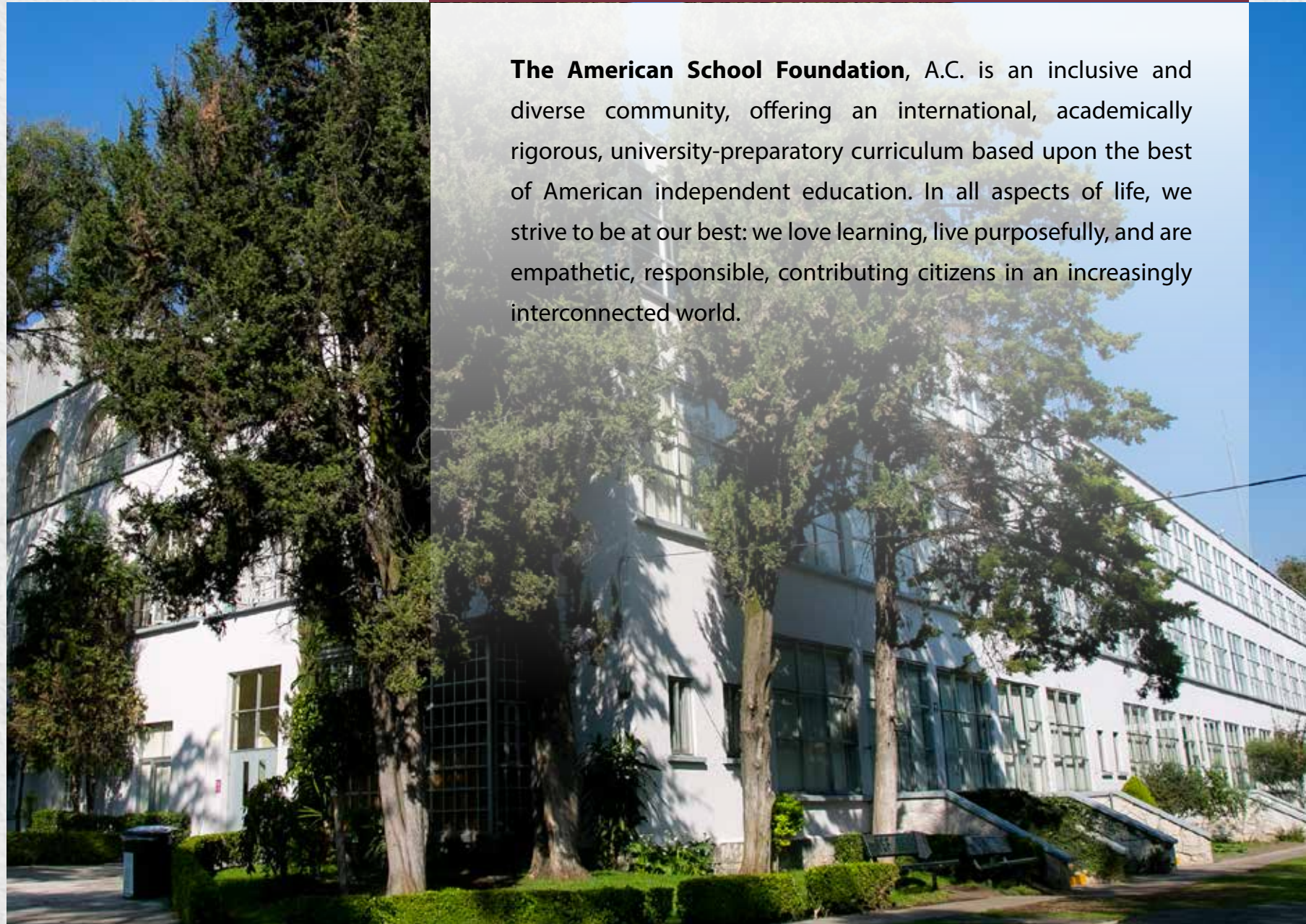
# ANNUAL REPORT

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2019-2020



# MISSION



**The American School Foundation, A.C.** is an inclusive and diverse community, offering an international, academically rigorous, university-preparatory curriculum based upon the best of American independent education. In all aspects of life, we strive to be at our best: we love learning, live purposefully, and are empathetic, responsible, contributing citizens in an increasingly interconnected world.



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## BOARD OF TRUSTEES

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Patricio Gutiérrez Tommasi

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**2020-21** Ernesto González Garfias, *Chair of the Board* P '26 '30

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Claudia Gabriela Vallejo Tuccio P '27 '29

Since  
1888



Over 132 years of  
educating global citizens  
for a changing world



**59.90%**

Teachers with  
graduate degrees



**First**

Accredited American  
school outside  
the U.S.



**30**

Different organized  
after-school activities

**Seven**

Team sports



**405**

Students receive  
financial aid



**2,500 +**

Students from K1  
to Grade 12



**40+**

Nationalities

## ASF AT A GLANCE

### INFONAVIT AWARD

This exclusive award is only given to 200 companies/schools, and this year ASF was named an "Empresa de diez" by INFONAVIT (Instituto de Fondo Nacional de la Vivienda para los Trabajadores), because of our commitment in complying with all dates and payments established by INFONAVIT.

### LATIN AMERICA CASE ALUMNI PLATINUM AWARD

ASF was awarded with the Latin American Platinum Award by CASE (Council for Advancement and Support of Education) for its work done connecting alumni through its database, events and storytelling. ASF received this special recognition after a careful selection from among many applicants from different private schools K-12 in Latin America.



## FROM THE CHAIR OF THE BOARD OF TRUSTEES



**On behalf of the Board of Trustees**, it is my honor to present to you an overview of the work done and progress made by the Board of Trustees and its committees during the 2019 fiscal year.

The role of the Board of Trustees, as authorized by the American School Foundation, is to perform its duties of oversight over the administration in the areas of long-term

strategic planning, sound financial planning, and the hiring and evaluation of the Executive Director. It is the Executive Director and his team of educational and management professionals who govern the operations of the School and are responsible for the day-to-day decision making.

ASF continues to hold as its pillars the following principles:

- Academic excellence
- An inclusive community made up of a caring and diverse student body
- Talented teachers and leadership
- Modern facilities and infrastructure
- Sound financials

One constant in our 132th year of continuous operation is change, and this year is no exception, as we enter the second year of Executive Director, Mr. Mark Sylte's tenure and witness how naturally he has integrated into our community, how adept he has been in moving the School's agenda forward, and masterfully effecting positive change in the curriculum and administration of the School.

Based upon our by-laws, this year's financial report will be presented by ASF's Executive Director. The Board of Trustees' Finance Committee, chaired by Board Financial

*We have continued to make significant investments in our academic program, to renovate areas of the campus, make upgrades to our technological infrastructure, and attract and retain talented faculty and administrators for the benefit of our students and family.*

Adviser, Maria Novales-Flamarique, is responsible for oversight and the effective planning, management and control of the School's financial resources. The committee's goal is to ensure that the School meets all current financial obligations and that it manages our revenues and expenditures so as to be able to meet all future obligations with sufficient resources for constant programmatic and facilities improvements.

Despite the many challenges brought on by the changes in administration of the Mexican Government during the year, as well as some unexpected global economic matters, ASF remains in a healthy financial position. Under Mr. Sylte's leadership, we have continued to make significant investments in our academic program, to renovate areas of the campus, make upgrades to our technological infrastructure, and attract and retain talented faculty and administrators for the benefit of our students and family.

While there are many examples of this, I would like to highlight one in particular, and that is the Makerspace in the Lower School. A STEAM Laboratory, the Makerspace provides Lower School students, and surprisingly their parents and teachers,

a space to build and create, and has quickly become a showcase of the talent and creativity of our students. It has quickly become a highlight of any visit to campus, and we anxiously await the extension of this program to the Middle and Upper Schools.

The Institution remains debt free thanks to our talented Financial Office and superb oversight by the Finance Committee. Continued attention to detail in the management of contracts and vendors have produced important savings in the day-to-day operation of the School, while strong teamwork between the Finance committees and the Administration have continued to look for, and find, better practices and tools for managing our investments, protecting our assets and enabling our continued progress on our Campus Master Plan and support the commitment to offer financial support to those who need it.

The Human Capital Subcommittee of the Finance Committee, created to address the increasingly competitive and global practice of talent acquisition and retention continues to produce admirable results. Led by Ms. Claudia Vallejo, ably assisted by our Director of Human Capital,

Ms. Elisa Penela, this committee has begun working with Mr. John Littleford, perhaps the most renowned expert in faculty compensation and benefit plans, and begun a comprehensive review of our structures with faculty, administration, with the goal of instituting an ASF Salary and Benefits plan for the hiring season which begins in October 2020.

As I have stated in past years, while ASF relies upon talented local hires, especially in the areas of SEP and UNAM requirements for our students, 53% of whom will move on to complete their tertiary studies at the great colleges and universities of Mexico, we also engage international teachers who, for three to four years on average, teach in our AP, IB, and American-diploma courses. Over the next ten years, the demand for international teachers is expected to more than double, further challenging our ability to recruit and retain the best of these. We remain committed to maintaining our stature as an appealing and aspirational destination for top educators.

**The Governance Committee**, under the leadership of Ms. Rosa Pisinger, continues to perform important work on behalf of the Foundation and School. In addition to the committee's core responsibilities



to ensure that the governance structure and policies of the School are consistent with, and supportive of, ASF's mission and vision, the committee is charged with advising and recommending to the Board any necessary changes to policies or to practices which will ensure that the Board follows best practices within the education industry.

As Mexican law has caught up with international standards regarding Corporate Governance, we have been able to further substantiate what in practice we had already begun to doing for some time, and that is to be guided by the principles and practices of the National Association of Independent Schools as the premier example of good governance and administration of private, independent schools. As you will recall, in 2017 the members of the American School Foundation approved the changes to the by-laws, confirming the Board's recommendation and bringing ASF into conformity with changes to Mexican tax and corporate governance laws, and allowing us to formally transition of the Board from a "Board of Directors" to a "Board of Trustees".

You also authorized the Board to structure the School oversight and governance to

include an independent auditing group which would ensure conformity to Mexican law in the areas of fiscal administration, operations and risk management, and policies and procedures.

During this year, the Governance Committee made tremendous progress in implementing a new structure to ensure compliance with the expectations of the Mexican government. It should be noted by everyone here that the government has created a new judicial area to oversee conflicts of interest as well as policies, practices and risk management in corporations and non-profits. The financial exposure to fines for failures to create proper structures poses a significant risk to companies and to Foundations such as ASF.

The Governance Committee has recommended, and the Board approved, internal changes on the operations side of ASF to allow for the hiring of a Chief Compliance Officer (CCO) who will, together with the Executive Director, lead the School's efforts. This person, a trained legal professional, will serve as both the School's General Counsel as well as the CCO. During the December Board of Trustees Meeting, the Executive Director proposed the hiring of Mr. Víctor H. Villafranca as CCO

to the Board, who in turn approved the hiring. Once hired, Mr. Villafranca can only be removed by authorization of the Board to ensure complete independence in the unlikely event that a case of a conflict of interest or malfeasance might arise within the School's administration. On a day-to-day basis, the CCO will report directly to the Executive Director.

In addition to the role of the CCO, that it was decided that Mr. Villafranca would also serve as the School's general legal counsel. This will eliminate the need for the continued services of legal specialists upon which ASF has relied for so long and with great success, but it will provide an added measure of security and professional oversight for the School.

What was not possible at the time, given the time and the magnitude of Mexican tax, legal, and legislative changes, was to identify the outside firm or individuals to assume the external oversight responsibilities. The Governance Committee has recommended, and the Board has accepted this recommendation for review at this meeting, is to authorize the continued use of the American School Foundation Examiner for one more year, until a proper external auditing group can be constituted.

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I am happy to report that we expect to have the external oversight responsibilities in place by the end of the school year.

The Technology Committee, under Mr. John Serrano, has continued to maintain strategic oversight on both the infrastructure and implementation of operations and educational technologies at ASF. Working with our new Director of Finance, Mr. Homero Figueroa, we continue to better cost out our expenditures across the academic divisions for better financial planning and analysis. The committee has heard presentations from teachers in the divisions to support the implementation of the hardware and software already in place. The committee continues to provide important support for School initiatives to improve the implementation of a true STEAM program, beginning next year with the embedding of technology integration specialists in the Lower School, initiatives that culminated in the aforementioned Makerspace.

The **Building and Grounds Committee**, under the leadership of Mr. César Buenrostro Moreno, continues to make improvements to the current infrastructure, while completing the underlying work need to ensure the advancement of the ASF Master

Building Plan, including oversight of all new capital projects from conception to construction and inauguration for use. I am pleased to let you know that we are moving ahead quickly in all areas. While many important milestones have been achieved over the past year, there is one in particular I'd like to share with you. During the 1986 earthquake in Mexico City, the building that housed the Civil Registry suffered important damage, and among the casualties was the loss of the ASF land deed. While we have always been able to prove legal ownership of the property thanks to the meticulous record keeping by the School, Mr. Buenrostro and the Operations Office were finally able to obtain a sealed "Folio Real" which is effectively the equivalent of the deed, which in addition to bringing us peace of mind, will also allow to expedite the process of obtaining permits for the future building projects of the ASF.

I am also pleased to inform that through our recently appointed Security Coordinator we continue to make good progress updating and enhancing our perimeter and internal security and systems. Over the past year, we have upgraded and increased our CCTV surveillance capacity, increasing the number of cameras from 90

to 158, dramatically increasing the surveillance of our campus. We have also implemented improvements to our access controls, enhancing our ability to log and track visitors, vendors and contractors.

Foundation members are well aware that it has been a dream of this body, the Board and the community to implement Phase III of the Master Building Plan for the new Lower School and the remodeling of the Early Childhood Center. Last year we reported the engagement of the architectural firm of Perkins Eastman for the schematic design and Gantous Arquitectos for developing the executive design. As we have reported, we revised and maintain committed to the decisions to remain on this single campus, with the same size student body, including the need for better classroom sizing in the Lower School, as well as essential design which includes safety upgrades for the Early Childhood Center, in addition to the need for additional parking facilities to fully utilize these newly renovated spaces for our community and our mission. Much work throughout the year has gone into reviewing and revising the cost structure and programming the critical route for obtaining the proper licensing, and are confident that we will be ready to move forward with



the project once the decision is made to move forward with the Capital Fund Campaign needed to finance the construction.

We remain grateful for the work that Frances and María Novales-Flamarique do on the Endowment Committee. While they may feel that they work in complete anonymity, the result of their efforts is apparent to all and the sources of one of our greatest prides, as the ASF remains one of the few, if not the only private school in the country, that provides this level of Endowment for Financial Aid. The ASF made the commitment, years ago, to work to make an ASF education available to talented young men and women with drive and ambition but who lacked only the financial resources to attend this great institution. Currently more than 400 students, some 16.2% of the total student body attend ASF with the assistance of financial aid. With every year, we are changing the lives of these wonderful students who will become alumni and go on to live the mission of ASF.

As stated earlier, this committee, together with the Finance Committee, completed a thorough review of our money managers to ensure that our endowment is growing responsibly but as quickly as possible.

And while we have grown accustomed to recognizing the outstanding work of the Board of Trustees **Institutional Advancement Committee**, chaired by Ms. Frances Huttanus, I don't think we ever fully grasp the depth and breadth of the work they do, year after year. As Foundation members are aware, all proceeds earned by the School through fundraising activities, including the annual Golf Tournament, Holiday Bazaar, Run for Education, and Virtual Race, are wholly dedicated to the Endowment Fund for Financial Aid.

But while we are enjoying participating in these world class events, we tend to forget that we are still just a relatively small School that depends on the talent of our students, alumni, teachers and staff, all under the supervision and guidance of an amazing Institutional Advancement team, led by Ms. Cecilia Cepeda, Director of Institutional Advancement. Kudos to Ceci and her team for consistently spoiling us with these incredible events that contribute so profoundly to the advancement of our mission.

In closing, I would like to again address the work of the independent nominating committee for the Board. As you may recall, several years ago we submitted, and received approval, to amend the by-laws

to permit the institution of term limits for the Board. This was done to support wider participation on the Board by members of the community and to keep in line with best practice which argues for a Board which represents the past, the present, and the future of the institution. We also have asked that all applicants serve on a board committee prior to their elevation to the board, again in line with best practices.

While the Board has given clear evidence of its commitment to term limits, last year we encountered specific challenges and, again referring to best practice for independent schools, felt that it is important for the School to maintain continuity of the board for the future.

First, Mr. Paul Williams stepped down after ten years of service as Executive Director. Sadly, his untimely passing denied the School the vast institutional memory he held of ASF, its history and its practices, a wealth of information which could have served our new executive director, Mr. Sylte.

Second, we were immersed in two of the most ambitious projects in the School's history: the solidification of the Board of

*I am pleased to inform that the Nominating Committee has put forth a slate of new candidates for the Board, all of whom have prior experience on ASF Committees.*

Trustees under new by-laws and in conformity with historic changes to Mexican law through the coordination of an internal Chief Compliance Officer and the establishment of an external oversight group and forward movement on Phase III of the ASF Master Building Plan.

And lastly, because of our insistence on drawing Board candidates from the committees, we are sometimes at a loss to find new members.

As is well documented by accrediting agencies and school organizations, the first years of service by an Executive Director are most effective when accompanied by stability in the membership of the Board in order to provide support, oversight and evaluation of the work the new leader was hired to do.

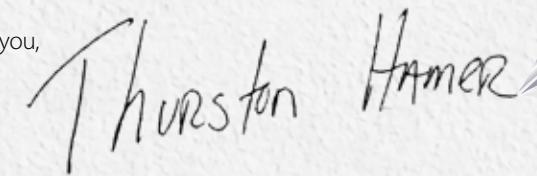
Because our by-laws allow for the waiver of the term limits in cases as the ones described, the Nominating Committee recommended, and the Board approved, that this clause be exercised, and waivers were granted to several members whose continued participation was deemed necessary during this unique period.

One year later, however, I am pleased to inform that the Nominating Committee

has put forth a slate of new candidates for the Board, all of whom have prior experience on ASF Committees, while at the same time replenishing the committees with a number of new members with vast experience in strategic areas that we have identified and sought after, and we are once again on track to renew and invigorate the leadership of the School.

In this same spirit, I have informed the Board of Trustees of my decision to step down from as Chairman of the Board to allow for new leadership and participation. I can honestly say it's been a privilege of a lifetime to represent this talented and devoted group of people who have served with me on the Board of Trustees, and to serve this wonderful community. I am very excited about the future of the School under the leadership of Mr. Sylte and this enormously talented Board of Trustees and thank you for your support over the last four years.

Thank you,



Chair of the ASF Board of Trustees







## FROM THE EXECUTIVE DIRECTOR

*It is my pleasure to make this report to The American School Foundation Members on the progress, challenges and many achievements of ASF during the 2019 calendar year. This is my first, full-year report after being named Executive Director of ASF in July 2018. While I will stress the innovations which have come to ASF during this year, we are a School built on lasting traditions over the past 132 years. We are made strong by the hundreds and hundreds of dedicated faculty members, support staff, and administrators whose work each day is in support to a peerless, private, independent and international education for more than 2,500 students and their families. Our reputation in this city, nation, region and the world is based upon thousands of ASF graduates who work in every area of endeavors: law, politics, business, medicine, communications, finance and banking, architecture and construction, technology, and the arts, just to name a few.*

*It is through The American School Foundation members, who authorize and empower our Board of Trustees, who in turn engages the administration for the day-to-day operation of the School, that we are able to accomplish all that we do. Thank you for your stewardship and your steadfast support for Bears young and old and the building of a legacy for the ages.*



### MISSION AND CORE VALUES

As a private, independent, international school in the American tradition, ASF defines itself as a “mission-driven” School. All decision making at the School, from financial, to enrollment, to curriculum, to student discipline, to hiring profiles, to policies and procedures and the like is based upon our understanding of these central documents.

In the Fall of 2019, a group of twenty-five individuals (trustees, administrators, teachers, parents, and alumni), in a project partially funded by the U.S. State Department Office of Overseas Schools, met in session with Mr. Mark Ulfers, Executive Director of the Association for the Advancement of International Education (AAIE) to reexamine our Mission Statement and Core Values. Though it was not

the intension at the start, the recommendation at the end was a revision of our Mission Statement and an explication of our Core Values to support their further integration with School culture. Further, the group recommended, and the Board of Trustees accepted, five areas of focus for a new strategic plan.

### MISSION

The American School Foundation, A.C. is an inclusive and diverse community, offering an international, academically rigorous, university-preparatory curriculum based upon the best of American independent education. In all aspects of life, we strive to be at our best: we love learning, live purposefully, and are empathetic, responsible, contributing citizens in an increasingly interconnected world.

### CORE VALUE STATEMENTS

#### JUSTICE

We do the right thing.

We act with compassion, courage and integrity.

We hold ourselves to a higher standard.

#### UNDERSTANDING

We foster excellence in ourselves.

We empathize with others.

We learn to adapt and thrive in an evolving world.

#### TRUTH

We are honest with ourselves and to others.

We acknowledge that everyone has intrinsic value and is worthy of dignity, understanding, and respect.

We search for knowledge and facts, clarity, and truth.

### STRATEGIC FOCUS AREAS

**Objective A:** Teaching and learning at ASF will provide a coherent, agile, differentiated and assessed curriculum that guides students to construct, transfer and apply knowledge and skills with student opportunity to co-create their learning as an educated, articulate citizen in a changing world.

**Objective B:** Develop responsive structures, systems and incentives that mutually reinforces the capacity to ensure ASF attracts, retains, and continually develops and supports exceptional international school talent.

**Objective C:** At ASF, our Core Values drive expectations and foster the development of character and the courage to act in creating an inclusive, emotionally and socially safe community.

**Objective D:** ASF students, through their own agency and with an engaged and supportive community, develop programs and opportunities to create a more just, peaceful, and ecologically sound world.

**Objective E:** At all levels, and in all areas, ASF culture will be agile, adaptive, and transformative to respond effectively and efficiently to flourish in an interconnected world.





Work on a strategic plan is now ongoing with the expectation that the action plans and timetables will be completed and made operational during the 2020-21 school year.

### FINANCIAL REPORT

I am pleased to inform you that the finances of The American School Foundation continue to be very strong. The Finance Committee of the Board of Trustees works to ensure the effective planning, management and control of the School's financial resources. Together with the administration, the Finance Committee reviews the monthly performance against the budget, monitors variances and develops long-term financial strategies.

As of the closing of the fiscal year December 2019, ASF had a **General Fund** position of MXP \$333 million, divided between funds in pesos and U.S. dollars. The **Reserve Fund** with Franklin Templeton Investments is valued at MXP \$408 million and represents more than three months of operating expenses as recommended by best practices. The **Capital Building Fund** stood at more than MXP \$335 million, again divided between pesos and U.S. dollars. The strong U.S. dollar position in the Capital Building Fund is maintain in

anticipation of U.S. dollar-based expenses for our planned renovation and revitalization of the School through the building of a new Lower School and the extensive renovation of our Early Childhood Center.

The School also maintains more than MXP \$175 million in its **Pension Funds**, again with Franklin Templeton Investments to meet all current and future obligations to ASF faculty and support staff.

Finally, ASF continues to prioritize through its Institutional Advancement Office the raising of an **Endowment Fund for Financial Aid** which stood at more than MXP \$292 million in December 2019. Since its inception, the goal has been to be able to provide twenty percent of the student body with financial aid, making an ASF education affordable to a body of talented and diverse students who lack only the financial means to study here. More will be detailed on our efforts in the section on admissions and financial aid.

### ACCREDITATION AND AUTHORIZATIONS

ASF continues to offer diverse options for studies to its students in order to prepare them for tertiary studies in top schools around the world. Through the Southern

Association of Independent Schools (SAIS), and Cognia (formerly known as AdvancED) ASF is authorized to grant high school diplomas which are recognized by colleges and universities worldwide. Our last six-year accreditation cycle includes plans for a self-study year during 2020-21 and a re-accreditation visit scheduled for the Fall of 2021.

Through our accreditation by and close cooperation with SEP and UNAM, we are able to grant a Mexican diploma as well to students who fulfill their requirements. Approximately 53% of our graduates each year will choose to continue their studies within Mexico, a testament to our strength in bilingual education and the quality of universities in this country.

ASF offers, and is expanding upon, its Advanced Placement (AP) coursework offered through the authorization of the U.S.-based College Board. AP classes are intended to be college-level courses and successful completion of these an indication of college-readiness by our students. The International Baccalaureate Programme is a rigorous college-preparatory program which is also recognized around the world. Towards the end of 2019, ASF was reauthorized by the IBO to offer the

Primary Years Programme (Gr 1-5), the Middle Years Programme (Gr 6-10) and the Diploma Programme (Gr 11-12). Approximately 25% of our graduating class will choose the full IB programme, while many more will elect to add IB classes to their course of studies and receive certificates for their success in those classes.

While each of these accreditations and authorization is important to the credentialing of our graduates as they pursue the next step in the education after graduation from ASF, we remain at our core true to our independent roots. We work with these organizations because their missions, beliefs, and structures support the ASF Mission, Vision and Core Values.

### ADMISSION, ENROLLMENT, AND FINANCIAL AID

In September 2019, ASF began the 2019-2020 with 2,571 students, meeting its projected enrollment goal and budget for the year. ASF continues to be sought after by international and local families in search of a first-rate private, independent and international education that prepares students to meet an uncertain future with confidence, hope and commitment. ASF remains a tremendous value when compared to the costs of comparable schools

with Mexico, around the region, and with international schools around the world.

The demographics of the School population continued to demonstrate the School's commitment to diversity. Our 2019-20 student body was comprised of 49% carrying a Mexican passport, about a third which were Americans and American passport holders, and the remainder of our student body who represent 43 different countries.

ASF values its close relationship with the U.S. Embassy in Mexico City. More than 130 embassy students are enrolled at ASF and this number has continued to grow over the last five years. Early indications are that this trend will continue in the 2020-21 school year.

### DIVERSITY INITIATIVE

ASF continues, with Board support, to offer up to ten 50% financial aid awards to families and students who stand out in the areas of the arts, athletics, academics, community service, and entrepreneurship, and the like. These awards cover tuition and admissions fees for qualified students and their families who otherwise would not be able to enroll in ASF. Five million pesos are earmarked in the budget to support this

initiative. For the past two school years we have filled our quota of diversity students under this special program.

While great credit goes to Ms. Patsy Hubp and her team in the Admission and Financial Aid Office, we have been aided in these efforts by many families with the School who have brought us recommendations and provided references for families they believe would both benefit from, and contribute to, the vibrancy of our ASF community.

### FINANCIAL AID

As mentioned above in our financial report, the Endowment Fund for Financial Aid was created with the goal of making an ASF education available to talented and mission-appropriate applicants with limited economic means who could not otherwise afford to attend. Except for certain diversity families (e.g. a missionary family or a family heavily involved in the arts or social entrepreneurship), it was not intended for international families. A common example would be an ASF alumni who is very early in their career, with limited means to support their children's attendance at ASF. Early on, the decision was made to cover Financial Aid out of the operational revenues of the School until



such time as the Endowment Fund could support 20% of enrolled students with financial aid awards up to 50%.

At the start of the 2019 school year, more than 16% of ASF students were attending with some amount of financial aid. The maximum award for financial aid is 50%, though the total tuition waiver may, if combined with tuition discounts (e.g. a staff or faculty child) reach 100%. The average award in the 2019-20 school year was approximately 50%.

Certain trends are visible in regard to financial aid over the last few years. Overall demand remains the same year over year, though requests for aid in the ECC have begun to increase whereas Upper School requests have declined. Overall, the number of requests in Lower and Middle School have largely remained the same. Mexico's economic and political uncertainty continues, however, most families transferred to Mexico with younger children still seek an American-style education. The volatility of the peso/dollar exchange rate is always a concern to parents, especially as the admission fee is dollar-based. ASF now offers payment plans for new admissions. More new admissions applications are being accompanied by requests for financial aid as the program becomes better known.

### SCHOOL LEADERSHIP AND STAFFING

The senior leadership of ASF remained very stable during the year. As mentioned last year, Mr. Homero Figueroa assumed the position of Director of Finance in January 2019. Early in the Spring, Mr. José Luis Rojas Ortiz, formerly a project manager with the Mexico City airport project, replaced Mr. José Antonio Molina as Operations Manager. Mr. William Peat joined ASF as Head of Upper School. Dr. Lorenza Sordo and Mr. David García-Prats were promoted internally as Upper School Dean of Students and Middle School Dean of Students, respectively.

One of the School's top priorities is to preserve and strengthen the high quality of the academic curriculum in all areas and levels of the institution by hiring and retaining top talent in the international market for independent schools in Latin America. Towards the end of 2019, ASF began a project with Mr. John Littleford, a renowned consultant with independent and international schools, to define a new philosophy of compensation, benefits and faculty evaluation which will lead to the development of employment package capable of achieving our goals with respect to the acquisition of top instructors for our students.

This work is being carried out by three committees made up approximately six trustees and administrators and six members of the faculty. It is anticipated that their work will be concluded in the Fall of 2020, in time to inform the hiring packages for the 2021-22 school year.

It should be remembered that ASF, because it offers a number of paths towards graduation (standard U.S. diploma, Mexican diploma, AP & IB course options, full AP International Diploma, full IB Diploma Programme) engages local teachers, international teachers in residence in Mexico, and international hires. Locally hired international teachers and international hires bring a wealth of



experience in other countries and with other programs but tend to be more transient. Local hires bring good qualifications and Spanish language fluency (without which the Mexican diploma program could not operate) and tend to be more permanent.

Finally, after interviews conducted with the Governance Committee, a recommendation for ASF's first **Chief Compliance Officer (CCO) and General Counsel** was brought to the Board of Trustees in December 2019. An offer was made and accepted and Mr. Víctor Hugo Villafranca Moncallo began his work January 2020. We are confident that we have found a strong legal mind to help us review our policies, procedures, risk management and financial oversight and to assist us in establishing our Independent Corporate Governance and Accountability Body.

### IMPORTANT ACADEMIC WORK ALL SCHOOL

The Office of Academic Affairs in conjunction with the Heads of School and Academic Deans are launching a four-year curriculum development plan. Our goal is to strengthen our written curriculum by having clear learning outcomes and benchmark expectations per Grade-level and courses. This work involves alignment

and, in some cases, realignment of standards and skills. Furthermore, it is our goal to embed our Core Values in every aspect of curriculum. With our revamped Assessment and Language Policies, we are striving to align practices and ensure that there is transfer between the written, taught and assessed curriculum. The end goal is to provide students with optimal feedback to inform their learning and take ownership, thus, building independent learners with faculty members as their partners.

The Executive Director, Director of Academic Affairs, Heads of School, Academic Deans, and Deans of Students reviewed and created the initial stages of the assessment philosophy. Our goal was to develop the K-12 non-negotiables that become our assessment purpose, principles and practices. As a second iteration, each division has outlined the philosophy and practices under their age group and programs offered.

ASF has taken actions to innovate and create learning spaces that extend the learning experience for our students. Our goal is to strengthen our transdisciplinary approach to teaching and learning and integrate STEAM engagements into our

Primary Years Programme units of inquiry. This will require further understanding of our Common Core State Standards and how they integrate into the Next Generation Science Standards. Within the next three years, we seek to create the necessary physical spaces and curriculum alignment that brings in all disciplines in order for students to reach an application phase of thinking.

Crisis Planning with the Jane Group has led to the implementation of new drill procedures, and work to train the faculty and staff in Child Protection continues. We have work planned to establish a program with our operations, maintenance, and cleaning staff to make them aware, and willing to report, potential red flags which may come to their attention in the course of their work.

During the 2019 summer break, we implemented a cloud-based site recovery service for critical in-site services (PowerSchool, SAP, Invoicing, Domain Controllers, Service Desk) which now allow us to seamlessly continue operating these core platforms with minimal disruption and without data loss in the case our datacenter servers/infrastructure become unavailable due to a contingency. These



service syncs with our servers every five minutes and stays latent until we activate the “Failover mode”; at that moment cloud-based servers are created based on predefined templates and reconstructed in minutes to become available allowing us to continue operating through them in a very short period of time. Once the contingency has passed, we activate a “Fail-back” mode and then all the information that was updated in the cloud is synced back to our servers and we can continue operating in regular mode.

#### TRIPOD SURVEYS

By Board mandate, we have always used surveys of students to provide feedback to teachers and supervising administrators. This year, though, we have moved to use the research-tested Tripod Surveys vetted by the Bill and Melinda Gates Foundation. We surveyed every teacher and every class from Grade 3 through 12 between late November 2019 and early January 2020. The results, which are still under detailed analysis, show both encouraging strengths and areas for required growth. In general, we saw our strongest average performances in the Upper School, followed by the Middle and Lower Schools. It is important to bear in mind that a score between 270 and 330 is considered to be

indicative of a quality teacher in the classroom.

It is very impressive that 38.8% of all Middle School classes were rated above 330. For the Upper School, fully 49.5% of all classes were scored at 330 or above.

#### EARLY CHILDHOOD CENTER (ECC)

In order to provide continuity and continue our focus on English language instruction, the entire ECC staff enrolled in a second course during the school year. Teaching English to Young Learners is a specialized 60-hour course in which our staff will be further certified to work specifically with students from three to 12 years of age. With this additional training we hope to learn and implement more practical strategies, activities and more hand-on instructional methods.

The ECC also began curriculum work with all Grade levels to provide horizontal and vertical alignment in order to improve student achievement. The teams complete revised the Units of Inquiry to be more transdisciplinary. Math outcomes and standards were mapped to the revised PYP program and Approaches to learning. A math review was begun across all four divisions and ECC counselors supervised

social-emotional learning across all classes through guidance lessons and personalized sessions with students. The goal has been a climate of warmth, inclusion and safety in all areas.

#### LOWER SCHOOL

During 2019, the Lower school focused on recommendations stemming from the PYP re-authorization visit and analyzing the curriculum to identify benchmarks and criteria for success in each Grade level. Beginning the fall, the division focused on four goals that will enhance the curriculum, educational experience and work climate in the Lower School:

- The School analyzes assessment data to inform teaching and Learning (IBPYP C4.7).
- Teaching and learning promoting the acquisition and use of language throughout all learning objectives.
- Student agency is promoted and visible through knowledge and social responsibility.
- Teacher promotes a climate of warmth, inclusion, and safety in all areas of professional responsibility.

The Lower School introduced agendas, homework, a strengthened attendance policy, and an improved device policy. The parents, students, and teachers are in support of the new initiatives and all three have been communicated and well

received amongst the stakeholders. Efforts were made, too, to fully integrate the Lower School Makerspace into the curriculum.

The recently constructed ASF Makerspace, opened in August 2019, aims to be a place on campus where students can create, think, build, prototype and design solutions to real problems. Students will use tools including 3D printers, a laser cutter, hand and power tools, and electronic equipment. In addition, there are low tech resources for prototyping, building and manipulating. The space can accommodate a class of twenty-four students and features custom workbenches as well as adjustable tables which will

allow us to configure the room to best meet the needs of each group’s particular learning needs.

The vision is that the Makerspace will provide community members with a variety of tools and resources to help create and solve problems. Teachers will be involved in designing how lessons are set up in the Makerspace based on Next Generation Science Standards, and the schedule will be carefully crafted to maximize the use of the space to meet the needs of the close to 950 LS students. Both teachers and students will need to learn to use the tools and technology in a safe manner.

In the first six months of use, the Makerspace far exceeded expectations. The first project completed was supporting Middle School students in the design and creation of the ASF Golf Tournament trophies. This project perfectly embodied the spirit of the space, creating authentic products for an authentic audience.

To launch the space with the Lower School teachers, each Grade level team came to the Makerspace for a field trip and to learn about the tools and materials available. Grade 3 Spanish teachers were the first to use the space. Their students created

custom bookmarks which were produced with the laser cutter and then inscribed with personal logos using Dremel circular carving tools. The Grade 3 art classes followed quickly behind taking hand drawn butterflies and turning them into 3D designs exhibited at the art fair.

As a part of the Grade 5 microempresas project, 40 teams of Grade 5 students each created 24 original products. Students spent a total of five hours in the Makerspace over three sessions and used the following equipment, carpentry tools, Dremel, laser cutter, vinyl cutter, sewing machine, and the 3D printers. In addition, Grade 5 service-learning students (one two-hour session) created jump ropes, board games and lawn games to be tested during ASF, LS recess and improved upon so they can create more equipment and games to be donated to local SEP schools. Tools used included: power saws, hand drill, Dremels, hand saws, measuring tools, rope cutters and sanding equipment.

During the Fall semester, all Grade 1 students learned to thread needles, and fashion quilt squares based on original designs. Fine motor skills, geometry vocabulary and measuring skills were all enhanced. Parent volunteers were critical in all





students having proper support and guidance in the difficult process of threading needles and learned to sew on a button.

Grade 2 students designed and created moveable hand puppets learning various fastening techniques as well as how to sew, depending on the materials selected.

Grade 3 students have visited with both Spanish and English classes, completed custom carving projects as well as class alebrijes. Equipment used included: carpentry tool, Dremel, laser cutter, vinyl cutter, sewing machine, and the 3D printers.

### MIDDLE SCHOOL

The Middle School continues to improve its “close reading” program to boost academic achievement in reading and language usage scores. This has been reflected in increased student performances on NWEA-MAP scores. The faculty have done several professional development programs on assessments, curriculum mapping, and lesson structure. The fine arts have seen a growth in numbers enrolled in the band and chorus programs, adding to ASF’s tradition of a highly successful arts program.

Of note, too, has been the increased roles for academic coaches working with Middle School faculty. They have improved

pedagogical practices in the division, which in term have contributed to ongoing improvements in academic achievement. Data-driven decision making is now the primary catalyst for Middle School improvements regarding instruction, assessment, and curriculum

### UPPER SCHOOL

On November 21, 2019, together with the Executive Director, the Upper School completed a review of our Graduation Requirements. The intent of the review has been to provide a more rational and effective path for students entering ASF, regardless of in which Grade they join us. Our aim has been to reduce the number of credits required to graduate, meaning that students are able to focus in a more concentrated way in areas of interest and strength, ultimately, we anticipate even acquiring a “concentration,” or expertise in a particular area. Whilst retaining our best faculty, we also hope to reduce class sizes thereby improving both the student and the teaching experience, which we believe will in turn lead to improved academic standards.

The Upper School is also well into the school-wide Math Review. Aligned with the new Graduation Requirements, the Math program has been reviewed with pathways

within it to ensure all students graduate ASF with not only basic numeracy, but also numeracy that is commensurate with their ability and aligned with their university and life aspirations. As with the work on Graduation Requirements, the Math Review aims to raise academic standards at ASF.

As part of this realignment process, as of the 2020-21 academic year, the Middle Years Program (MYP) will no longer be delivered as part of the US curriculum. At its core, the change is being undertaken to ensure that in the US we focus on our strengths, providing students with a “boot camp of the mind” in Grades 9 and 10 so that they are able to thrive in programs that are aligned with their ability and aspirations.

### COLLEGE MATRICULATION

There are 201 members of the Class of 2019 and 117 of them applied to at least one non-Mexican university. The average number of applications for those students was 7.6 applications/student with a 36% acceptance rate. While ideally the acceptance rate would be closer to 50%, the students who chose to apply to a list of universities with the majority of schools being highly selective “reach” schools, knew what the likely outcomes would be. Seventy-nine students applied exclusively

to Mexican universities and largely only applied to one university (67 applied to just one, 11 applied to two, and one applied to three). The acceptance rate for that group is near 100%. The only notable scenario where students were not accepted at a Mexican university was in the context of highly selective medical school programs.

Thirty-two students from the Class of 2019 applied to both Mexican and non-Mexican universities. Of those 32 students in the Class of 2019, 23 students chose the Mexican university option, five chose the U.S., one chose the European, and one chose the Canadian option. Two students will be taking gap time. Both had U.S. and Mexican options, and both are planning on going through the application process again next year.

For the 23 students who choose their Mexican university option, there were three obvious reasons for doing so. Ten chose it because of family concerns about paying the tuition of their non-Mexican option. Seven students chose the Mexican option because it was the best fit and had the best program for what they were looking for. For six students, the Mexican university option was their only option for various reasons including: having a reach

heavy list (academic profile) and not wanting non-Mexican “fit” options, having a balanced list but not completing a number of applications prior to the deadline, and applying to U.S. schools as a non-U.S. citizen and having financial need. The majority of these 23 students will be attending the Tec de Monterrey (eight students) or ITAM (seven students).

At ASF we track the bottom 15% of the senior class in terms of GPA. The relevance of this group is to show that even our most academically challenged students end up at quality school. Of the students who graduated with a GPA in the bottom 15% of the class (30 students), the most popular university destination is the Universidad Iberoamericana (12 students).

Additional Mexican universities among this group were: Tec de Monterrey Campus Santa Fe and Campus Monterrey, UDLAP, ITAM, and CESSA. Universities in the U.S. include The Citadel, California College of the Arts, University of Utah, Fashion Institute of Design and Merchandising (Los Angeles), and Loyola Marymount University. Two students went to Europe, one to a Foundation Year Program at the University of

Westminster in London and the other to Glion Institute of Higher Education in Switzerland.

### SERVICE LEARNING AT ASF

The Service-Learning Coordinator position was created in 2018 continues to work to foster empathy, encourage communal relationships, and instill in our students a sense of civic responsibility. We connect curriculum to authentic service opportunities through reciprocal partnerships. ASF’s Service-Learning Program enhances student understanding of classroom experiences by addressing real community needs while encouraging globally minded thinkers who act locally. The strategic plan revolves around the following areas:

- International Mindedness and Ourselves as Learners
- Action, Service and Global Engagement
- Moving Forward from Charity
- Becoming Agents of Change
- Social Entrepreneurship, Skills and Opportunities
- Institutional Change
- Curriculum, Planning and Service Learning
- Student Project Development

In 2019, we have established partnerships with five public schools, six philanthropic



and environmental organizations, eight clubs working with outside organizations. We have established a grant program for students who wish to have service-learning projects funded. We have also finalized the service-learning strategic plan for the next three years.

At the end of September, the Service Learning (SL) Program hosted the first TEDxYouth@ASF event in the Fine Arts Center. During this event, organized by Upper School students, there were 13 powerful TED talks given by ASF students and staff. In addition, live performances by four student groups enhanced the program for the day. It was a great event, and we are looking forward to making it bigger and better next year. This was made possible by the generous donation of funds by an ASF family amounting to the travel expenses and the conference registration.

The United to Learn program started off with ASF visits to Escuela Ferreteros. In total, ASF will take 16 trips with all of our Grade 5 classes. Our students are getting exposure to working with students in local SEP schools. Starting in December, two Grade 1 classes joined the United to Learn program and visited the local Manuel Doblado School close to our campus to

work with their students on reading and writing. In addition, our Grade 3 is working with La Gaviota, a school that provides services to students with disabilities.

In the Upper School, clubs continue to enhance their impact on our local community. The Gamma Club is working every Tuesday in classes of English, Tech, Math, and Spanish to give additional opportunities to students in the neighborhood. Our Brick-by-Brick club has participated in a house build with the organization Construyendo. We have a variety of clubs that give their time to local orphanages as tutors and collecting materials to help people out. In the Middle School the service-learning program is trying to expand the United to Learn program. Grade 6 teachers took groups to schools in the Álvaro Obregón Alcaldía to build relationships and work on reading and writing.

#### SERVICES FOR ACADEMIC SUCCESS

The Director of Academic Affairs and the SAS Coordinator have assessed the philosophy and finances of the program. During the assessment period we addressed issues that were contributing to a perceived growing deficit in the program budget. After a thorough review, our expenditures represent a smaller deficit than previously

imagined. This was due to the mis-assignment of faculty who were then being charged to the wrong budget line. Additionally, the Board has approved amendments to the SAS Policy to expand the range of students to whom we can offer services, still on a cost-basis covered by families enrolled in the program.

#### ATHLETICS AND EXTENDED LEARNING

The Athletics and Extended Learning Program continues to grow and provides a rich offering to almost three-fifths of the student body and is considered the fifth of our five schools. Our goal is to accommodate as many athletic teams, serving Grades 2 to 12, provide for non-competitive sporting activities in for both fun and skill improvement, and to tailor our activities and learning opportunities based on student interest and demand.

Middle and Upper School students participated in competitive athletics. Middle School, junior varsity and varsity teams have been organized in seven core sports: football, soccer, basketball, tennis, swimming, volleyball, and running. ASF teams participate in various leagues, including those of the Association of American Schools in Mexico (ASOMEX), and regularly win competitions as well as sportsmanship awards.



Each year, ASF takes part in 20 ASOMEX tournaments involving more than 300 student athletes. Additionally, our teams compete in several sports on the regional and national level, earning further recognition in football, soccer, swimming, tennis and basketball.

In our Extended Learning Program, we seek to offer a variety of classes to attract wide participation from our students, including offerings in robotics, computer coding, drama, music, and art. Our Language Institute has provided language instruction to both students and adults in English, Spanish, and other languages. The enrollment in our Extended Learning Program tops 1,700 students per year.

Newly introduced in the Extended Learning program was Extended Care, a new

program whereby faculty and staff are provided a low-cost option for ASF faculty and staff K-5 children to participate fully in our after-school programs, summer camps and supervised lunch. On faculty/staff workdays when the campus is without students, the program provides for eight hours of planned and supervised activities for children of faculty and staff.

A new drawing class was introduced for Lower School. The objective of this class is that students learn and enjoy to draw while developing their visual ability in order to be able to draw cartoons, animals, portraits, objects and realistic drawings with the use of perspective, spatial and real position of elements through different types of techniques and a variety of media like acrylic, paint, different pencils, charcoal, pen and markers.

The ASF youth soccer program continues to be one of our most popular offerings. Additionally, we offer swimming, gymnastics, tennis and other ball sports in our youth program.

The Summer Camp program extends over four weeks and brings more than 700 students to campus each year. Furthermore, we continue to offer courses in English to students from the SEP schools, generously supported by *Fomento Educativo*.

#### INSTITUTIONAL ADVANCEMENT AND COMMUNITY SUPPORT GROUPS

##### INSTITUTIONAL ADVANCEMENT

Under the leadership of Ceci Cepeda, an Online Giving portal is now available through the joint effort of Institutional Advancement, Information Technology, and Finance. It incorporates end-to-end automation from the front-end portal all the way through invoicing and an administrative portal to have real-time visibility of online donations. As of now, this new Online Giving portal allows ASF to collect donations for the Capital Fund Campaign, the Endowment Fund for Financial Aid, special projects as "Light it Up" (new LED lighting for the football field) and special events like the Golf Tournament. We can



handle donations from VISA, MasterCard, and AmEx credit cards for single or recurring charges.

#### PARENT ASSOCIATION (PA)

In August, 2019, Ms. Paulina Renata Silva assumed the presidency of the Parent Association through election. The Parent Association continues to be a vital part of the ASF community, including our work in sustainability. Sponsored activities such as book fairs (in both Spanish and English and complemented with activities such as storytelling, guest authors, and book signings), used uniform sales, and the encouragement of “green” practices have been welcomed.

The Ambassadors Program continues to provide a much better approach to welcoming new families into the ASF community. The Culture Committee organized book clubs in both Spanish and English and arranged cultural visits to sites around the city. These have been great community builders for both new and old families.

#### BEAR BOOSTERS

The Bear Boosters, under the leadership of Tatiana Galewicz and Lynette Rivera, continue to support our sports teams, rallying support for parent attendance at

games and tournaments, sponsoring the Sports Awards and Gala, providing ASF logoed sports bags to teams participating in ASOMEX and national competitions. Their most exciting contribution this year was the “Light it Up” campaign with which they raised enough money to replace the light on the existing football field with LED lighting that offer far better illumination for our players and activities. Installation is scheduled before the beginning of the next school year.

#### ALUMNI ASSOCIATION

During the 2019 calendar year, the Alumni Association, under the leadership of Ana Elena Pérez, worked with the Institutional Advancement Office to reconnect even more of our alumni with the School, as we are still working to make up for the loss of our primary database which we were forced to relinquish under new, stricter privacy laws in Mexico. New by-laws and election procedures have been established and new officers elected.

#### CONCLUSION

In conclusion, thank you to the Foundation members, both those here this evening and for those unable to attend. Your unflinching support and sense of



stewardship towards this school helps guide us now and into the future.

A “thank you” to the Board of Trustees who give so much of their time with board and committee work, in good times and in crisis, to safeguard the legacy of ASF. A special “thank you” as well to Mr. Thurston Hamer, current Chair of the Board of Trustees, who has guided my work in my first two years at this School.

I am so often the face of so many things here at ASF and receive far more credit that I should. I hope the members of the Foundation will never forget that hundreds of men and women in our administration, faculty, and staff labor each day for this great institution. Each plays a vital role each day in sustaining and enhancing our reputation as the best private, independent, international school in this city and this country. They are joined in their work by thousands of supportive parents and alumni who give of their means and their time for this school.

ASF, like all schools though, exists for our students. It is to their education that we dedicate ourselves. Many of you are alumni of this School and you know this to be true. I believe that ASF transforms lives

and creates opportunities for the future. It is important work that we share together. We educate young men and women of character to be the best that they can be and hold true to a commitment to being lights to those around them with Justice, Understanding and Truth.

Sincerely,

Mark Iver Sylte,  
Executive Director







# ACADEMIC PROGRAMS



### AMERICAN PROGRAM

ASF is accredited by the Cognia (formerly Southern Association of Colleges and Schools) in the United States. All students follow this program's requirements to obtain a United States high school diploma, with optional Upper School coursework available through the IB, AP and Mexican programs described below.

### IB PROGRAM

ASF is an IB World School offering all three International Baccalaureate programs — Primary Years Programme (PYP), Middle Years Programme (MYP) and the Diploma Programme (DP), which is an optional two-year program that offers Upper School students advanced work in a variety of areas. Courses in the IBDP are considered the most rigorous pathway at ASF.

### ADVANCE PLACEMENT PROGRAM

Advanced Placement courses are offered at the Upper School level, giving students the opportunity to challenge themselves and earn university credit. The Advanced Placement International Diploma is an option for those who wish to demonstrate outstanding achievement on AP exams across several disciplines.

### MEXICAN PROGRAM

The Secretaría de Educación Pública (SEP, Mexican Education Secretariat) revalidates ASF studies for grades K through 12, while the Universidad Nacional Autónoma de México (UNAM, National Autonomous University of Mexico) revalidates studies for Grades 10 through 12. The Mexican program offers students validation of coursework for entry into other Mexican schools and universities affiliated with UNAM. ASF's accreditations and high academic standards allow students to transfer to other schools around the world seamlessly.



ASF Grade	K1	K2	K3	1	2	3	4	5	6	7	8	9	10	11	12
American Program	ECC			Lower School				Middle School			Upper School				
AP Program												Advanced Placement			
IB Program	Primary Years Programme								Middle Years Programme			Independent Model	Diploma Programme		
Mexican Program SEP/UNAM	Preescolar			Primaria					Secundaria			Preparatoria SEP/UNAM			



# ATHLETICS AND EXTENDED LEARNING ACTIVITIES

The following information is a snapshot of what happens in Athletics and Extended Learning and a short summary of our varsity athletic teams below.

Athletics and Extended Learning encompass the following programs at ASF:

- Athletics
- Extended Learning
- Physical Education
- Summer Camps
- Recreation Membership
- Bear Boosters

## ATHLETICS

The Athletics program at ASF currently offers seven competitive sports and serves over 1200 students. This number represents just under 50% of the student body. Our philosophy has centered around building the program from the ground up. At all levels, we stress the importance of sportsmanship, dedication, individual and team responsibility, skill development, game awareness and the enjoyment/satisfaction sport offers each participant.

## EXTENDED LEARNING

The Extended Learning program serves over 1200 students K-12. Extended Learning is predominantly an ECC and LS program and it provides a variety of afternoon academic enrichment, remedial and recreational activities for ASF community members of all ages. Its mission is to provide quality learning programs that support each person's learning goals, complement the School's Curriculum, reinforce the School's mission and foster a sense of community involvement. The Extended Learning Program is fee-based.

## PHYSICAL EDUCATION

The aim of ECC and Lower School physical education (P.E.) is to integrate with the PYP units of inquiry through a transdisciplinary nature as per the IB Primary Years Programme (PYP) Curriculum framework. The aim of Middle School P.E. is based on the IB Middle Years Programme (MYP), which covers grades 6-8. Emphasis will be placed on facilitating physical, intellectual, emotional and social development. The aim of Upper School P.E. is to provide

physical education based units that require each student to engage in higher-level thinking and take ownership of their own health. We focus on life fitness, team, and individual sports seeking to encourage healthy lifelong habits.

## SUMMER CAMPS

Summer Camps run for three weeks in June and the first week of July. Children ages 4-12 are served with a day camp with activities including Art, Dance, Reading and Writing Workshop, Math, Basketball, YoYo, Music, Coding, Gymnastics, Soccer, and Swimming.

## RECREATION MEMBERSHIP

ASF offers to its community members the opportunity to use the fitness room in the WEC and the Pool on campus during select times of the day.

## BEAR BOOSTERS

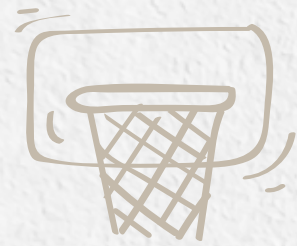
Bear Boosters is a parent group who work closely with A&EL to provide additional support to our Athletic programs.





# ATHLETICS AND EXTENDED LEARNING ACTIVITIES

## ATHLETICS ACTIVITIES



- American Football
- Basketball
- Running
- Soccer
- Swimming
- Tennis
- Volleyball



## EXTENDED LEARNING ACTIVITIES



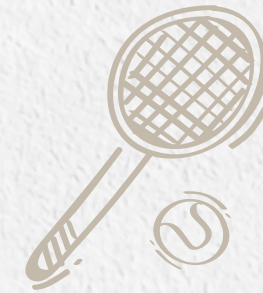
### ALTERNATIVE SPORTS

- Gymnastics
- Karate
- Playball
- Taekwondo
- Yo-yo
- Yoga for adults



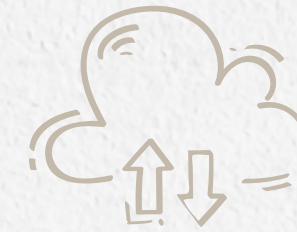
### ARTS

- Art
- Ballet
- Ceramics
- Drawing
- Jazz Dance
- Musical Theater (Grades 2-6)
- Violin



### ATHLETIC SPORTS

- Basketball
- Flag Football
- Running (Grades 3-5)
- Soccer
- Swimming
- Tennis
- Volleyball (Grades 3-5)



### BRAIN ACTIVITIES

- Coding
- Chess
- Magic
- Makers
- Mindfulness



### LANGUAGES

- Adult English
- Adult Spanish
- French
- Mandarin



## CLASS OF 2019 POST GRADUATION PLANS



### UNIVERSITIES IN MEXICO

- CENTRO
- ITAM
- Tec de Monterrey, Campus Monterrey
- Tec de Monterrey, Campus Santa Fe
- Anáhuac Norte
- Universidad Iberoamericana
- Universidad Panamericana

- FIDM - Fashion Institute of Design & Merchandising - Los Angeles
- Florida International University
- Fordham University
- George Washington University
- Georgia Institute of Technology
- Gloucher College
- Harvey Mudd College
- Lesley University

- Tufts University
- University of California Berkeley
- University of California Los Angeles
- University of California San Diego
- University of California Santa Cruz
- University of Chicago
- University of Colorado Boulder
- University of Massachusetts Amherst
- University of Miami
- University of Notre Dame
- University of San Diego
- University of Southern California
- University of Texas
- University of Washington
- Virginia Tech
- Wake Forest University



### UNIVERSITIES IN THE UNITED STATES

- Arizona State University
- Badson College
- Baylor University
- Bethany Lutheran College
- Boston College
- Brigham Young University-Provo
- Colorado College
- Elon University
- Emory University
- Eugene Lang College

- Loyola Marymount University
- Loyola University Chicago
- Lynn University
- Marist College
- Massachusetts Institute of Technology
- New York University
- Northeastern University
- Northwestern University
- Pennsylvania State University
- Pratt Institute
- Salem University
- Spelman College
- Texas State University



### UNIVERSITIES IN CANADA

- University of Ottawa
- University of British Columbia
- University of Toronto
- University of Victoria



### UNIVERSITIES IN EUROPE

- Architectural Association School of Architecture
- Bard College Berlin
- ESADE Business School
- IE University
- Istituto Marangoni London
- Les Roches International School of Hotel Management
- Stockholm School of Economics
- TU Delft
- Universiteit Twente
- University of Amsterdam
- University of Sheffield
- University of the Arts London



### UNIVERSITIES IN OTHER REGIONS

- International Christian University (Japan)
- NYU Abu Dhabi (UAE)





## ATHLETICS HIGHLIGHTS

The Athletics & Extended Learning program focuses on the importance of sportsmanship, dedication, individual and team responsibility, skill development, game awareness and the enjoyment the sport or activity offers each participant.

### VARSITY AMERICAN FOOTBALL

The Varsity American Football team faced a very challenging season in league play. The last weekend of the regular season had six teams out of seven with a chance to make the playoffs. The Bears missed the playoffs on a common tiebreaker. On a positive note, our Quarterback led the league in passing yards and there were two players that earned scholarships to play at the next level in the U.S. and Canada from this team! The Bears finished with a record of 6-3 overall, 4-3 in FADEMAC League 2. The team was coached by Aarón Delgado.



### VARSITY BOYS BASKETBALL

This Varsity Boys Basketball team went a perfect 5-0 at ASOMEX C Menor Tournament on campus in November. The Bears won the title over a weekend of very closely contested games! The team also had a S'Cool Games Final appearance in December! This was a united and disciplined team. The boys continued to develop at every opportunity and challenged themselves in all games. The team finished with a record of 20-9 and was led by first-year Head Coach, Phil Drewett.

### VARSITY GIRLS BASKETBALL

The Varsity Girls Basketball team had great development during this year and finished with a record of 13-17. The team showed commitment, passion, and a love for the game which was led by Head Coach, Jeovanni Lara. The team showed a lot of growth during the ASOMEX C Menor tournament in Mexico City. The girls competed and gave their best in every game for a 6th place finish. The Bears advanced to the championship game in S'Cool Games for the second year in a row, fighting to the last second, but falling just short. With only one Senior, the team shows a lot of promise for the next season!



### VARSITY RUNNING

The Varsity Running team consisted of 20 student-athletes this year! Seniors, Rika Kariya and María Izunza, were the captains of this team and led the Bears! The team practiced more times per week than past years and results were clear from their efforts. Competitions included ASOMEX in November with 14 Gold medals won, the FMAA and 6th All-Comers Meet at Centro Deportivo, and multiple city 5/10k races. Head Coach, Diane Clement, along with Assistants Ana Gámez and Katie Beckett, did a phenomenal job this year with the Bears!

### VARSITY GIRLS SOCCER

The Varsity Girls Soccer team played in Total Gol, S'cool Games, and CONADEIP this season. The Total Gol league was much improved and the Bears reached the Semi-Finals, but lost in a Penalty Shootout. The CONADEIP and S'cool Games league were suspended, but the Bears were in position to qualify for the next stage in both leagues. In November, the team won ASOMEX C Menor on campus with a perfect 6-0 record! In Monterrey, the girls secured 3rd place over Tampico at the Varsity level for ASOMEX. The record on the year was 22 wins, one draw, and 12 losses! The team was led by Head Coach, T'shan Chamberlain.





## ATHLETICS HIGHLIGHTS



### VARSIITY TENNIS

The Varsity Tennis team faced a challenging year when finding competitions. The Bears had a chance to play three dual matches and competed well against Tec Santa Fe, Villa Olímpica, and La Salle. The moments were made on this team at training sessions that showed their higher commitment, fine-tuned practice habits, and great attitudes. One player from this team earned a scholarship to a U.S. school to continue his tennis career! There was a special group of nine Seniors that made up this team. The coaching staff, led by Lorena Arias, is very sad to see them go.

### VARSIITY BOYS SOCCER A AND B TEAMS

The Varsity Boys Soccer A-team participated in S'cool Games and CONADEIP for league play. The Bears finished in 3rd place for S'cool Games in a thrilling 5-4 win. For CONADEIP, the season was suspended, but the Bears were in the running to qualify for Nationals. In the ASOMEX tournaments at ASF and in Monterrey, the Bears finished in 2nd place in two great games. This was the 2nd straight year the team reached the C Menor Final, and the 5th straight year in the Final for the Varsity team! Overall the team compiled 25 wins, three ties, and nine losses. The team was led by Head Coach, Luis Colo.

The Varsity Boys Soccer B-team was led by a majority of Juniors and Sophomores. This team qualified for the Total Gol Semi-Finals and finished with a record of four wins, one draw, and four losses. After the season, eight players were called into the A-team for the 2nd semester! This team was coached by Michael Gray and Tanus Zetina.



### VARSIITY SWIMMING

The Varsity Swimming team had another outstanding year. The team competed at ASOMEX in Torreon, winning 16 Gold medals, 34 Silver, and 24 Bronze. During the Short course CDMX Championship, we took home five medals. One of our Varsity swimmers represented our School at Nationals and Grand Prix Jr, earning an individual medal and is ranked in the top 10 swimmers at the National level in seven events. This team was led by Head Coach, and former Olympian, Tere Rivera!



### VARSIITY VOLLEYBALL

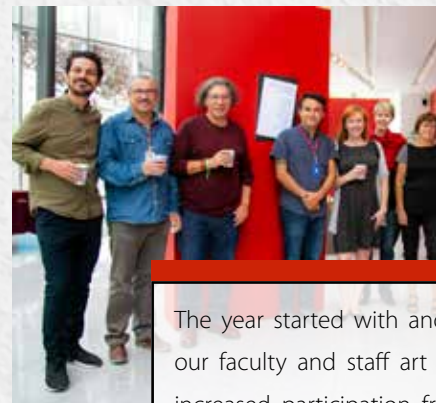
This year, the Varsity Volleyball team wanted a challenge and joined the hardest league in Mexico for this year, CONADEIP. The team showed composure and strength during some very tough matches in this league. The team also competed in Kiin Uts and advanced to the final but came up just short of the championship. At ASOMEX in Torreón in January, the Bears finished in 6th place, but left everything on the court for every game. The team finished with a record of 8-13 overall and was led by Head Coach, Ivonne González.





# ARTS HIGHLIGHTS

Art is an integral part of everyday life, permeating all levels of human creativity, expression, communication and understanding. At ASF, Art is divided into two areas: Visual Arts and Performing Arts. Visual Arts encompass painting, photography, ceramics and printing, among other aspects of creative visual art. Performing Arts refers to music and drama; both on stage and behind the scenes.



The year started with another edition of our faculty and staff art exhibition, with increased participation from artists from the different divisions. Repentino, our student arts magazine was published and distributed to the community. The award-winning design reflected our high standard of quality and craftsmanship.

## 50TH ANNIVERSARY

The annual ASF Art Fair proudly celebrated its 50th anniversary under the theme "Transform". Highlights included an homage to the ECC turtle, which was recently restored, the LS explored the migration of the monarch butterfly as well as the path of migrants between countries. The MS created colorful kites and transformed plastic bottles into a lovely chandelier inspired by the Work of Dale Chihuly. US Fashion Design students repurposed old jackets into new ones, Ceramics students created a ceramic food buffet, Photo students created a video of transformed, abstract images, and the IB Visual Arts Juniors and Seniors presented their final proposals.



The Art Fair also included an interactive installation of houses and hammocks by designer Hector Esrawe, as well as the work of over 100 emerging and experienced artists, an alumni exhibition and the Misrachi Gallery in the FAC lobby, and the work of outstanding student artist Manuela Cosío (19). Performing arts presentations included students from all four divisions.

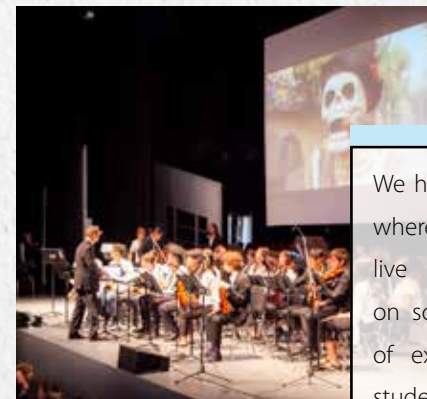
The year's events were cut short by the COVID-19 pandemic. Fortunately, the IB Visual Arts examination exhibition opened with a pleasant reception, one day before the campus closed.



The 2019-20 school year had a wide range of Performing Arts presentations, including one by our jazz ensemble, Grade 6 and 7 Choir performances for the Parent Association General Meeting, a MS & US AMDA Drama Workshop, US Repentino Open Mic and US Homecoming Performances.



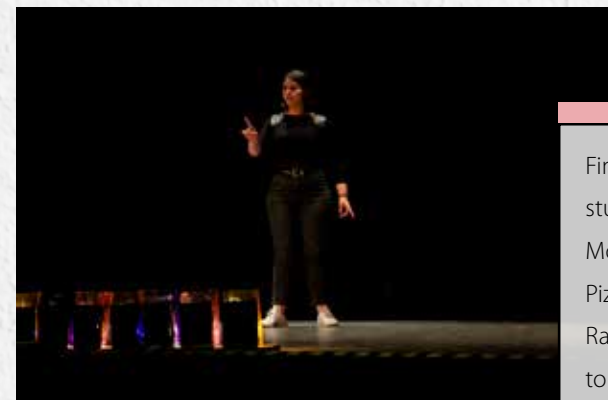
We also held a series of ECC concerts; Grades 1 to 3 open music classes; Grade 4 musicals; a Grade 5 concert; MS string, band, percussion and choir concerts; and US band, choir and guitar concerts in the Ángeles Espinosa Yglesias Fine Arts Center.



We hosted an event called Movie Magic, where our Upper School Musicians played live music to accompany projections on screen. The audience was made up of excited Middle and Upper School students!



In terms of drama, the MS put on a Drama Showcase and Thirteen, the musical; the US performed Luchadora, a premiere in Mexico performed by our community and the LS put on Seussical the Musical.



Finally, we hosted the XVIII Shakespeare Competition, with stunning participation from Patricio Rada, Sofía Abarca, Ana Paula Monterrubio, Gonzalo Álvarez, Julia Kuribreña, Alejandra Díaz-Pizarro, Sofía Sabogal, Sofía Gurrola and Romina Treviño. Patricio Rada and Julia Kuribreña were our in-house winners and will go on to compete in the nationals!





## SERVICE LEARNING

ASF's Service Learning Program aims to foster empathy, encourage communal relationships, and instill a sense of civic responsibility in our students, as we connect our curriculum to authentic service opportunities through reciprocal partnerships. ASF's Service Learning Program enhances student understanding of classroom experiences by addressing real community needs while encouraging globally minded thinkers who act locally.

*Some of the Service Learning initiatives conducted during the 2019-20 school year include:*



### TEDXYOUTH@ASF

ASF hosted the first TEDxYouth@ASF event in the Ángeles Espinosa Yglesias Fine Arts Center. During this event, organized by Upper School students, 13 powerful TED talks were given by ASF students and staff. In addition, live performances by four student groups enhanced the program for the day. It was an event that stimulated discussion and debate among attendees.



### UNITED TO LEARN

The United to Learn program was in full swing throughout the school year. This program allows our students to work and interact with students from local SEP schools. In total, ASF took 12 trips to our local partner SEP schools, allowing all of our Grade 5 students the opportunity to work and learn with their partners. Our Grade 5 students worked on reading and writing in the Ferreteros and Manuel Doblado schools. Starting in December, Grade 1 students got involved and worked in Manuel Doblado with their counterparts. In total, close to 250 ASF students learned with their new friends in our neighborhood schools.

### GRADE 5 MAKERSPACE PROJECT FOR SEP SCHOOLS

One Grade 5 group explored the inequities of recreational opportunities for students in local SEP schools. By using lines of inquiry, they found out that some schools needed additional recreational and sports equipment. Using the new LS Makerspace, this group built games and jump ropes to donate to one of our partner SEP schools.



### UPPER SCHOOL STUDENT CLUBS

In the Upper School, our clubs continued to enhance their impact on our local community. Every Tuesday, the Gamma club taught English, Tech, Math, and Spanish to underprivileged students in the neighborhood. Our Brick by Brick club has participated in a house build alongside the Construyendo organization. We have a variety of clubs that give their time to local orphanages as tutors and collecting materials to help people out.

### LA GAVIOTA

Three Grade 3 classes continued our partnership with La Gaviota. La Gaviota is a school which serves students with special needs, and our students love working with their partners and friends. Each group got to La Gaviota twice throughout the year and were looking forward to their next visit!





# SUSTAINABILITY

ASF has a Sustainability Committee that is integrated by a representative of each division. The goal of this committee is to create responsible, contributing citizens of the world capable of making decisions which will help them meet the needs of the world in which they live without compromising the ability of future generations to meet their own needs.

The main effort of the Sustainability Committee this school year was that they began the certification process to become an internationally recognized Eco-School. Eco-Schools is an international programme of the Foundation for Environmental Education (FEE) that aims to empower students to be the change our sustainable world needs by engaging them in fun, action-orientated and socially responsible learning.

Other achievements this year included recycling in each classroom, the collection of plastic lids in cafeterias, the re-activation of our gardens, the creation of eco-bottles with live plants and animals, and learning about germination and plant cycles in the greenhouse. New student clubs were

formed focused on recycling, animal conservation, reforestation and school gardening and composting. Students in environmental systems class created a new website for our green roofs with images and information on each plant, the importance of green roofs, their history and biodiversity.

The whole community participated in a battery recycling campaign in January and February, collecting 157.80 Kg of batteries which represents about 7,890 batteries! Our new cafeteria provider almost entirely eliminated disposable plates by serving in washable plates, glasses and even straws. They also saved their used oil to turn it into biodiesel. Starbucks provided used coffee grounds to be turned into compost through a student club and offered new cold drink lids which eliminated the use of straws.



# PROJECTS

During the 2019-20 school year, ASF developed a series of new projects with different perspectives. In terms of innovation, a Makerspace was developed for our Lower School students, far exceeding our expectations in connecting with the entire community to further STEAM learning across the campus. These innovative spaces are more relevant than ever as ASF fulfills its vision to provide an agile curriculum in a changing world.

In terms of infrastructure, the 2nd floor administrative area was remodeled to include new finishes, mechanical, electric and plumbing and furniture within 500 square meters, completed in January 2020. The Middle School restrooms were also upgraded with new finishes, sanitary furniture and fixtures with 25 square meters, completed in May 2020.





# FINANCIAL FACTS

The American School Foundation A.C. is an independent school and a foundation; no one owns it and it operates on a break-even budget.

The School receives income from tuition and registration, bus service, summer camp, and donations, among other sources. This income, with the exception of donations, goes into the **General Fund**, which supports the School wide operations, such as compensation and fringe benefits, school materials, transportation, etc.

The **Endowment Fund for Financial Aid** is a restricted fund, established in 1988 with the purpose of providing financial aid to qualified ASF students. Currently ASF provides financial assistance to 424 students, some 16.5% of our student body. Financial aid is awarded to deserving families who otherwise would be unable to afford an ASF education for their children. The Board has set the ambitious goal of increasing financial aid to 20% of the student body.

**Major Gifts** are needed for the School to build and refurbish our campus and to improve technology. These donations go directly to the **Capital Building Fund**. The land where the School was built was donated, and all the ASF facilities were constructed thanks to donations from families, foundations and our community.

## RESTRICTED AND UNRESTRICTED FUNDS YEAR ENDING DECEMBER 31, 2019 (THOUSANDS OF MEXICAN PESOS)

### Revenues

Net Tuition & Registration	726,195
Donations	5,657
School Transportation	64,014
Summer Courses	2,002
Other Revenues	41,973
	<b>\$ 839,842</b>

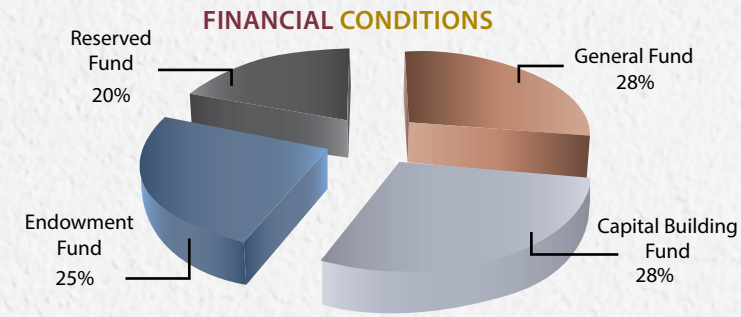
### Expenses

Compensation & Fringe Benefits	390,071
Pension Plan	(489)
Scholarships and Discounts	72,699
School Materials	68,430
Maintenance	22,905
General Expenses	46,803
Depreciation	34,462
School Transportation	66,353
Other Expenses	27,086
	<b>\$ 728,322</b>

<b>Excess of operation revenues over expenses</b>	<b>\$ 111,520</b>
Financing income (cost)	\$ 85,730
<b>Excess of operation revenues over expenses before income tax</b>	<b>\$ 197,250</b>
Income tax	73
<b>Total increase in funds of the year</b>	<b>\$ 197,177</b>

General Funds	333,231
Capital Building Fund	335,395
Endowment Fund	292,864
Reserve Fund	233,558
	<b>1,195,048</b>

### Thousands of Pesos

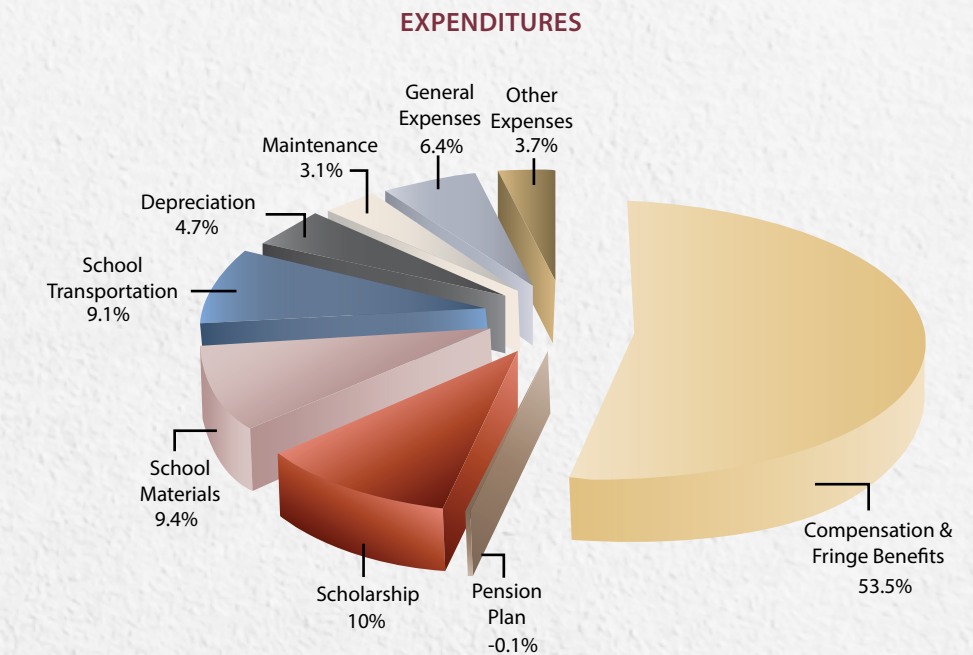
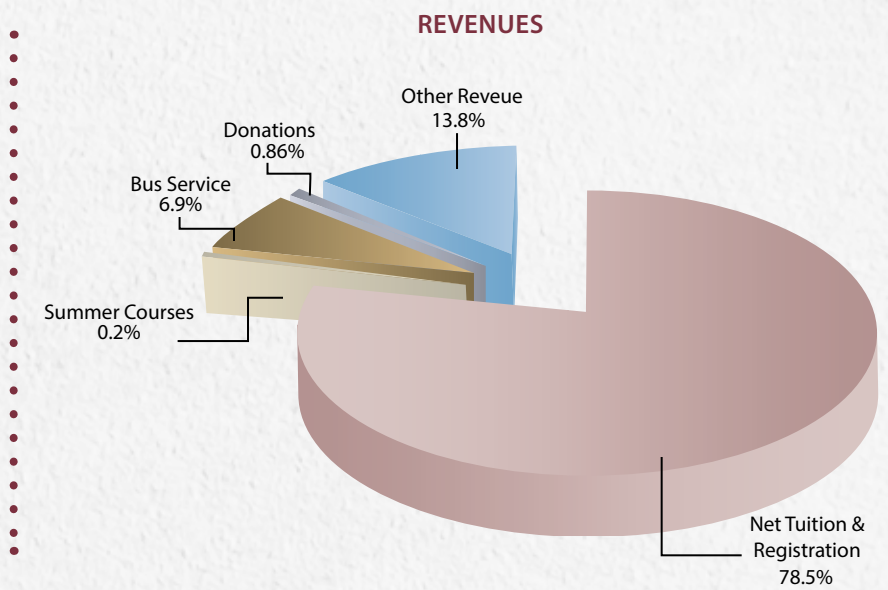


### Other Revenues Breakdown

Other Operational Services (After School, Special Courses, Special Exams, Etc.)	48.9%	20,521
Other Miscellaneous Income	31.4%	13,185
Special Scholarships from Endowment Fund	7.1%	3,001
U.S. Grants	3.6%	1,532
Commission on Fees	5.6%	2,335
Granting Services	2.5%	1,063
Foundation Member Dues	0.1%	38
Book Sales	0.1%	55
Gain (Loss) Fixed Assets Sale	0.6%	245
	<b>100.0%</b>	<b>\$ 41,973</b>

### Other Expenses Breakdown

Non-transferable IVA	62.68%	16,978
Public Relations	22.7%	6,150
Other Miscellaneous Expenses	-0.3%	(94)
Suscriptions and Fees	1.8%	480
Contingency	0.1%	20
Bank Commissions	11.7%	3,169
Work Meetings	1.4%	372
Uncollectable Accounts	0.0%	-
Obsolete Stock	0.0%	10
Surcharges	0.0%	1
	<b>100.0%</b>	<b>\$ 27,086</b>





# ASF@HOME



The COVID-19 pandemic, which impacted schools around the world, represented an important challenge for our entire community during the 2019-20 school year. Thanks to careful planning from our leadership team, we were able to successfully transition to online learning and remote working from March 15 until the end of the school year. Over 2,500 students were able to continue with their curriculum via tasks and homework assigned through PowerLearning, Google Classroom and video conferences with teachers and students.

We created a special COVID-19 microsite to keep the community updated. We posted all the Executive Director's communications, included a FAQ's section, indicating postponed or cancelled events, and shared over 250 Athletics and Extended Learning videos. We also published information on different efforts made by community members to counteract the pandemic.

The following campaigns were launched for our community to keep our spirits up during these unprecedented times: On

the front lines of COVID-19, ASF Directory of Products and Services, Children's Day Campaign, Mother's Day Campaign, Teacher's Day Campaign, Alumni-Senior Campaign, Bear Spirit Campaign and a collaborative COVID-19 campaign with the ABC Hospital, UVM and Centro Universities.

Results from the campaigns included a series of videos, a collaborative directory advertising products and services provided by members of our community, a list of classes taught by volunteers from

our community and the delivery of food pantries "despensas" in the School's surrounding neighborhood thanks to the donations of the community.

Additionally, we launched a series of surveys to get feedback from our community, and heard back from 1,200 parents, almost 800 students, and more than 200 faculty members. Virtual celebrations (US Commencement, LS and MS Stepping Ups and the A&EL Gala) were prepared and attended by community members, ending the 2019-20 school year.





## JENKINS FOUNDATION WELLNESS CENTER

It is through our caring and inclusive community formed by students, parents, dedicated faculty and staff, corporate partners, Board of Trustees and Foundation members that we have been able to offer the best of American independent education since 1888. Thanks to generous donors like you, ASF has been able to offer students state-of-the-art learning facilities to enhance their learning experience, encouraging them to love learning, live purposefully and to become responsible, contributing citizens of the world.



*The Jenkins Foundation Wellness Center is a state-of-the-art facility featuring a weight & cardiovascular fitness room, locker rooms, two dance rooms, two classrooms, a multipurpose room, tennis courts, a green rooftop and a 'Bear Cave' shop.*

Founded in 1954 by Guillermo Oscar Jenkins, businessman and philanthropist, in honor of his wife, Mary Street Jenkins; today, the Jenkins Foundation supports various areas of wellness: culture, health, sports, social assistance and education, the latter being the foundation's main focus.

The Jenkins Foundation's support via student scholarships granted to the American School Foundation in Mexico City dates back many years and was a very important aid for the School.

The story began with the American School of Puebla, founded in 1942 by Anna Jenkins de Bunzler, Guillermo Oscar Jenkins' sister. Later, Guillermo Jenkins Anstead, an exemplary character, endorsed the Jenkins Foundation Wellness Center, a key space to practice sports both for the ASF community and its surrounding neighborhoods. One of the Jenkins Foundation's commitments has been to promote a strong bond between the American School Foundation of Puebla and the American School Foundation of Mexico City, a goal which was achieved thanks to the support of former Executive Director, Paul Williams.

The Jenkins Foundation is convinced that philanthropy is shown by example and starts with family education. They believe that it is necessary to teach children, from early childhood, to share and be generous with those who are less fortunate. Sofía de Landa de Jenkins has been a pillar and a key figure in the fulfillment of the ordinance of this great Foundation.

The Jenkins Foundation is an institution that does not ask for donations, but nevertheless distributes an important amount of resources each year. They follow in the footsteps of other foundations around the world, always keeping Mexico's needs in mind.

Over the years, they have supported hundreds of projects that have contributed to the country's social transformation, including the creation of many edu-

cational centers, the strengthening of the public and private health system, the promotion of sports, the conservation of cultural heritage, as well as aid during natural disasters.

They are an organization that seeks to promote projects that contribute to our country's education and social responsibility. They are aware of how their efforts touch thousands of people in the different contexts in which they work and are attentive to measuring the impact that this has as a result of the support they give.

With a clear vision, they support constant transformation and work to identify proposals that will benefit the population of Mexico today and tomorrow. The Jenkins Legacy will proudly continue this noble mission for many years to come.





## ÁNGELES ESPINOSA YGLESIAS FINE ARTS CENTER



*The impressive construction features a high-tech auditorium; as well as drama, musical, and visual art spaces supporting the School's vision of offering students a 21st-century learning environment through an ongoing investment and stewardship in its facilities.*

The Ángeles Espinosa Yglesias Fine Arts Center (FAC) became a reality at the American School Foundation in 2012, thanks to the funding provided by our generous donors. The impressive construction features a high-tech auditorium; as well as drama, musical, and visual art spaces supporting the School's vision of offering students a 21st-century learning environment through an ongoing investment and stewardship in its facilities. The FAC also plays an altruistic role

in the community and welcomes people from surrounding neighborhoods to a wide array of artistic and cultural events.

The cornerstone gift that brought this state-of-the-art auditorium to life was made by Fundación Amparo, a foundation established in 1979 by renowned Mexican banker, Manuel Espinosa Yglesias. The building on campus was named after his second daughter, Ángeles Espinosa Yglesias, as a homage to

her permanent interest in encouraging future generations to become better citizens through the understanding of art.

Ángeles was an outstanding philanthropist with a great passion for the arts. Having travelled the world in her youth, she always felt a strong tie to Puebla, her hometown. She pursued her studies in Paris, specializing in Art, Museum Studies and Conservation. Inspired by great Mexican creations, from the Pre-columbian era to contemporary artists like Juan Soriano, Manuel Felguérez and Julio Galán, she was President of Fundación Amparo from 1994 until 2007, and devoted her life to promoting culture and social development through education and the arts.



Today she is remembered as one of the most important cultural promoters in Mexico, as she developed and promoted a wide range of social, cultural, and humanitarian causes. Among her most representative endeavors, Proyecto Roberto Alonso Espinosa (PRAE) and Museo Amparo stand out. PRAE established and operates three educational facilities (two in the State of Puebla and one near Mexico City), with the purpose of offering kindergarden and primary-level students and their families an integral concept of schooling and social development. Museo Amparo, which she directed for 16 years, is one of Puebla's most important cultural institutions and a pioneer in Mexico in terms of the research and exhibition of Mexican arts, as well as a promoter of international art among the Mexican public.

During her career, Ms. Espinosa Yglesias was a member of several boards, such as the Americas Society, the Wolfsonian Foundation, Rockefeller University and the Latin America Advisory Committee from Harvard University, among others.

Her outstanding work was recognized with several acknowledgments, including the IV Iberoamerican Prize for Educational Excellence 2007; the title of Doctor Honoris Causa and Magister in Educational Management and an award by the Ministry of Tourism of Puebla in September, 2007. She received a posthumous tribute on December 1, 2007 at the Instituto Nacional de Bellas Artes, where she was distinguished with the Silver Medal of Fine Arts, the highest recognition awarded by this Institute, in recognition to her work, commitment, and dedication to Mexico.



# SUPPORT AND COMMUNITY BUILDING

The Institutional Advancement Office engages students, parents, faculty, staff, alumni, donors and friends as volunteers, advocates and supporters. Thanks to the effort made by this office, along with community groups such as the Parent Association, Bear Boosters and Alumni Council, stakeholders are encouraged to contribute with their time, talent and treasure.

Some of our community building events and fundraising activities include:

## LIGHT IT UP!



This year we launched the Light it Up! campaign, in an attempt to improve our athletes' experience by making a special effort to upgrade the lighting on the Colman Field. The project we have envisioned will bring outstanding illumination as well as significant savings in energy costs, all with a state-of-the-art lighting set up, providing uniformity in illumination across the whole field and increased safety for our athletes.

## GOLF TOURNAMENT



Alumni, parents, staff and golf enthusiasts came together to participate in our 17th Annual Golf Tournament. This is a tradition within our community and an event that happens once a year with the purpose of raising funds for our Endowment Fund for Financial Aid. Thanks to these initiatives, 16% of our students have financial aid with an average of 50% discount. This year, the Middle School students designed, created and assembled all the trophies in the Makerspace, led by Tracey Bryan, STEAM Coordinator.

## GRANDPARENT'S DAY



Grandparents and grandfriends visited the ECC on February 11<sup>th</sup> to celebrate Grandparent's Day, a beloved tradition at ASF cherishing the family bond that joins different generations. During the morning, they were welcomed with a reception in the FAC, followed by music presentations where they were invited to sing along with their grandchildren, classroom visits and games in the gardens grandchildren, followed by a fun activity in the gardens.

## VIRTUAL RACE



The Virtual Race is a way the whole community can work together to raise money for the Endowment Fund for Financial Aid, which began in 1983. This year, ECC students took home piggy banks for a week and came up with great ideas to fundraise. Just when the ECC finished and the rest of the School was ready to start their own races, the COVID-19 pandemic began, leaving our race on hold. This year we raised \$33,224.00 pesos.

It is in times like these that we are proud of our Financial Aid program that provides tuition relief to families that need it. For 37 years all together as the strong community that we are, our program has been able to expand to cover 16% of our student body with an average of a 50% scholarship.

## HOLIDAY BAZAAR



The ASF Holiday Bazaar kicked off by welcoming all our visitors with winter cheer and snow! The WEC hallways were full of delicious food and more than 120 vendors presented seasonal gifts for all ages in a beautiful holiday atmosphere. Our ASF community was well represented since 50% of our vendors were staff, alumni or parents selling items including design pieces, jewelry, food, crafts, handbags, and clothes, among many others. Attendees included our students and visiting grandparents and family members that wanted to support the ASF Holiday Bazaar.



The Parent Association (PA) is one of the pillars of our community. Their reach on campus is seen throughout the school year. From Book Fairs to the Art Fair, they engage the community through membership and activism. Their main goal: be an active liaison between all stakeholders; support the School's Mission, organize, support and promote cultural and educational activities; offer hospitality; and fundraise in support of ASF, through leadership, collaborative spirit and parent volunteers.



**KICK-OFF**

At the start of every school year, a Kick-Off is held to welcome new families to our community. Students can test our offer of after-school activities, and parents can enjoy watching an alumni football game against a rival team on the Upper Field.

**ART FAIR**



On November 9<sup>th</sup>, art lovers from far and wide convened at The American School Foundation's Art Fair, which proudly celebrated its 50th anniversary. It is the PA's most important fundraiser and highly anticipated community event, offering visitors the opportunity enjoy and purchase art from over 100 emerging artists who display their work around campus. Guests are treated to live music performances from students, and food and beverages are sold by different School clubs and sponsors. Art workshops for children are run by ASF parent volunteers, this year the talented Manuela Cosío ('19) was student artist of the year.

**USED UNIFORM SALE**



The PA's sustainability committee organized a used uniform sale which took place at the beginning and middle of the school year. Parents donate gently used PE uniforms which are sold back to the community at a symbolic price. Through this initiative we support the community, we protect the School's image and the environment.

**BOOK FAIRS**



Our English and Spanish Book Fairs are beloved community events hosted by the PA. Highly attended, these fairs promote international and local authors covering a wide swath of interests and topics. Besides buying books, the community enjoyed presentations by recognized authors, story tellers and book signings. Through these Book Fairs we are encouraging literacy in both languages through all divisions.





**GATORADE FEMALE CO-ATHLETES OF THE YEAR!**

<p><b>Maqueo</b> 26 goals this season!</p> <p>Scored in ASOMEX C Menor Final!</p> <p>Vice Captain</p>	 	<p><b>Calderón</b> Highest Attendance Percentage!</p> <p>15 Goals, 9 Assists this season!</p> <p>Team Captain!</p>
<p>María de Lluch Maqueo/Valentina Calderón Varsity Soccer</p>		

**GATORADE MALE ATHLETE OF THE YEAR**

<p>Penalty Shootout Wins in CONADEIP</p> <p>9 Clean Sheets at Goalkeeper</p>		<p>+16 Goal Difference when playing Goalkeeper in CONADEIP</p> <p>ASOMEX Runner Up at ASF Monterrey</p> <p>Vice Captain</p>
<p>Max Leal Varsity Soccer</p>		



**MALE ATHLETE OF THE YEAR: MAX LEAL**  
**FEMALE CO-ATHLETES OF THE YEAR: MARÍA DE LLUCH MAQUEO AND VALENTINA CALDERON**

# ATHLETIC EXCELLENCE AND SPORTSMANSHIP AWARDS GALA

In this virtual Gala organized by the Bear Boosters and the Athletics and Extended Learning Office, teams, individual athletes, coaches and Seniors are recognized for their accomplishments throughout the school year. At the Gala, male and female athletes of the year are announced. The awardees are placed on the ASF Athletics Wall of Fame upon graduation. This year's athletes of the year are:

## RUN FOR EDUCATION

Run for Education is one of our most important community builders that supports the Endowment Fund for Financial Aid. Our 10th edition of the race, in partnership with AsDeporte was held on March 9<sup>th</sup>, on International Women's Day! Runners were encouraged to wear purple to commemorate this special day. ASF welcomed more than 2000 attendees this year, from parents and students, to community running enthusiasts and our race was sold out!



## CAREER DAY

Career Day is an event where more than 50 ASF alumni with different occupations come to School and share their career experience with our Upper School students. Volunteer speakers also talk about their occupation and about the life choices that got them where they are now. This year, the program started with a Keynote in our Fine Arts Center by William Shaw ('91), CEO of Interjet. He talked about team building, entrepreneurship and the importance of believing in yourself. Afterward, the Upper School students went to career-specific sessions that were 40 minutes long.

## ASF TALKS

ASF Talks celebrated its 7th anniversary in an exciting and engaging event that brought our community together. José Manuel Zardain ('05), MS Dean of Students, David García-Pratts, Fernando Rovzar ('98) and Francisco Ramos ('86), and Sabina Saldaña Olper ('14) were this year's speakers; and Ana María Salazar, Alejandro Madrazo Lajous ('96), Armando Santacruz, Gerardo Rodríguez, and Rosa Corzo were this year's panelists. After the talks, guests enjoyed complimentary food and drinks by the event sponsors Puntarena, Dulces Enchilados by Nathalia Moreno, Tres Eles, Porco Rosso and Buna and relaxed in an informal setting among friends.





# DONOR AND SPONSOR LIST



\*All names compiled by Institutional Advancement.

## Annual Fund

Arturo Russek Ehrenwald  
Barreto Family  
Becco Gellato  
Cecilia Saba Djaddah  
Centro Cultural Roath S.C.  
Coca Cola Femsa S.A.B. De C.V.  
De Uriarte Jimenez Pons Family  
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 Olivia Rosales  
 Olivia Martínez  
 Naomi Munson

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 Fabianna Nin Gomila  
 Alejandra Andreu  
 Sofía Funes  
 Isabella Long  
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#### Virtual Race

<b>ECC Name</b>	<b>Classrooms Runner</b>
Carlos Julián Helguera	K2 ROOM 1
Jerónimo Salcedo	K2 ROOM 3
Alexia Camacho	K2 ROOM 7
Andrea	K2 ROOM 7
Andrés	K2 ROOM 7
Elena	K2 ROOM 7
Federico	K2 ROOM 7
Joaquín C	K2 ROOM 7
Lorenzo B	K2 ROOM 7
Luca Alonso	K2 ROOM 7
Lucía	K2 ROOM 7
Mariana Álvarez	K2 ROOM 7
Miss Helen and Miss Mar	K2 ROOM 7
Olivia	K2 ROOM 7
Valentina	K2 ROOM 7
Valeria Javkin	K2 ROOM 7
Victoria	K2 ROOM 7
Xavier	K2 ROOM 7
Baltazar Pechieu	K2 ROOM 8

Carlos David O.	K2 ROOM 8
Cristóbal Tamariz	K2 ROOM 8
Emiliano Del Valle	K2 ROOM 8
Gabriel Ambe	K2 ROOM 8
Hara Cho	K2 ROOM 8
Layla del Sesto	K2 ROOM 8
Lucas Puig	K2 ROOM 8
Lucía Pérez	K2 ROOM 8
Mateo Bosque	K2 ROOM 8
Montserrat Sánchez	K2 ROOM 8
Natalia A	K2 ROOM 8
Natalia Ramírez	K2 ROOM 8
Paz Enciso	K2 ROOM 8
Pía Pizarro	K2 ROOM 8
Sofía Franco	K2 ROOM 8
Joaquín Galicia	K2 ROOM 7
Anonymous	K3 ROOM 10
Alessandra Haddad	K3 ROOM 14
Cristóbal Tamariz	K3 ROOM 16

#### Lower School

<b>Classrooms</b>	<b>Classrooms</b>
Felipe Galicia	1A
Tania Franco	1A
Ofelia Luna	1B
Emiliano Vázquez López	2B
Javier Velásquez	2H
Sofía Ruíz	3E
Josué Pedro León	5E
Olivia Luna	5E
Nina Lobo	5F
Mercedes Cortés	5G

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