

**Davies, Mary-Anne**

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**From:** Xiaojie Ma <XMA@international.ucla.edu>  
**Sent:** Tuesday, July 09, 2013 10:26 AM  
**To:** Davies, Mary-Anne  
**Subject:** FW: Martial arts programming at Semillas  
**Attachments:** ASIA SOCIETY PRESENTATION Outline.docx

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**From:** Susan Pertel Jain  
**Sent:** Wednesday, July 03, 2013 3:53 PM  
**To:** Xiaojie Ma  
**Subject:** FW: Martial arts programming at Semillas

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**From:** Marcos Aguilar [<mailto:sembrador@dignidad.org>]  
**Sent:** Wednesday, April 06, 2011 9:59 AM  
**To:** Yuen, Gay; Jain, Susan Pertel  
**Cc:** Minnie Ferguson; Kwoh, Stewart  
**Subject:** Martial arts programming at Semillas

Hello Gay, Susan, and Stewart,

As you may know, budget challenges as well as staffing challenges have arisen as barriers to our martial arts curriculum at Semillas this year. Master Bing had to return to China and will now only return to the U.S. a two months a year. While we have secured an Asia Society grant, I am very interested in communicating with the Kobe Bryant folks to see if we can collaborate or at least apply for funding/programming. I have attached the draft outline of our workshop for the NCLC 2011 Conference in San Francisco next week. We have thus far secured conceptual support for developing a sister school relationship with a school in the Wudang Mountains region, however, Asia Society could go no further because the martial arts academies are not officially accredited public schools. We are also challenged in that our students could not commit to raising funds to participate in the HANBAN summer program, and unfortunately this year, Semillas just cannot carry the load of covering student travel as we have significantly every year prior. I am working to raise funds to send a delegation of students to Wudang, and I have to believe that given our real relationship to the monks there, and the popularity of the new Karate Kid series, there must be interested supporters out there somewhere.

I've attached the workshop description as both a hope for your suggestions and a proposal to help us build a solicitation request we could send off to Kobe Bryant, Jackie Chan, Justin Bieber or Will/Jaden Smith. Some time ago I emailed and called the executive director of the After-School All-Stars, but have received no response.

What do you think?

Marcos Aguilar,  
Tlayecantzi Executive Director  
Semillas Community Schools  
[sembrador@dignidad.org](mailto:sembrador@dignidad.org)  
Semillas del Pueblo

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ASIA SOCIETY PRESENTATION

**"Beyond Tourism: Integrating Authentic Learning Experiences into Educational Travel in China The Eagle, the Serpent and the Turtle: Wudang Dao in East Los Angeles (C5)** The session will describe how a Chinese language course in Semillas Community Schools incorporated the relationships between indigenous Mexican cultural leaders and Chinese Daoist cultural practitioners as a means of cultural exchange. It will also highlight the cultural affinity between Daoist Semillas students who have studied Wudang Quan martial arts as an extension of their Mandarin language studies. Through the study of traditional Chinese martial arts, students appreciate Chinese culture beyond what is described in textbooks and lectures, and begin to develop a personal affinity and passion for Chinese heritage. This passion, combined with the widespread popularity of Chinese martial arts and media, cultivate an intrinsic search for knowledge that any student of Mandarin must have. Participants will be invited to experience Wudang Tai Chi as well.

Location: Franciscan C, Ballroom Level

Speakers: Marcos Aguilar, Xue Chao Zhong"

**GOAL:**

To promote Chinese language learning in historically educationally disadvantaged schools and communities, a deeper human connection ought to be made between cultures.

**MAIN TOPICS:**

Integrating authentic learning experiences

Educational travel

Cultural intelligence

Martial arts – Regional Daoist philosophy as a deepening of experience

**Basic structure:**

Introduce the presentation

Introduce Semillas

Introduce the students

Culminate the cultural exchange

Perform/invite to practice tai chi

**BIG ISSUES:** Humanity, different ways of knowing, traditional Indigenous knowledge

What is Wudang?

How did Marcos find Wudang? How did we find Bing Shifu?

What is the wudang dao philosophy? What is the Semillas philosophy?

How does a master complement school-based instruction?

Connect to Curriculum:

1. PE – physical, mental and cultural benefits
2. Cultural intelligence to support language learning
3. Community connections
4. Other five standards

What are our future plans?

How can other Chinese programs participate?

How is it funded?

Dear Diary,

I'm barely in sixth grade and I'm already traveling to China! The plane ride was long but we got to watch a few movies my favorite one we watch is called "27 Dresses". When we walked into our hotel room, I knew I never wanted to leave it was so cool and I had my own room and a beautiful view of China. We had a kitchen in our room with a microwave and a freezer. Today I asked my parents "Where are we going while we are in China." My parents responded "We will stay in Beijing and then were going to Wu Dang Mountain and coming back to Beijing so we can go back home." The first meal I had in China was rice and chow mien but it tasted nothing like the way it does in America, it tasted better. Everywhere I go I hear people speaking Chinese, I smell scents that I am unfamiliar with, the food taste nothing like I've every tasted in America and everything I see I am amazed by.

Sincerely,

██████████

Dear Diary,

Today I got the chance to visit the Summer Palace in Beijing it was amazing. I was amazed that something that old could still be intact. I found out that the Summer Palace covers an expanse of 2.9 kilometers, three quarters of which is water. My Chinese teacher that came along with us told me "Don't step on the stumps, it's considered disrespectful." So everywhere I went and I saw a stump I remembered to step over it. When we entered the Summer Palace there was a giant door with tons of golden doorknobs on it. I asked my Chinese teacher "Why are there so many door knobs on this giant door?" My Chinese teacher answered "Chinese people believe that if you rub one of the golden doorknobs it will bring good luck to you." I right away rubbed as many doorknobs

as I could. Then we headed to see the Garden of Virtue and Harmony, on the way I heard the bells from a person selling ice cream. I asked my mom "Can I get some ice cream" and she replied "yes but only one." I was so happy I was going to try my first Chinese ice cream! I decided to get an ice cream called green tongue, which on the outside was green ice cream but on the inside it was frozen jello. I wondered why it was called green tongue. I started to eat it and it tasted like green apple then when I was done with the ice cream part the jello started to go dripping down looking like a giant green tongue. After I was done with the ice cream we went to the Garden of Virtue and Harmony which is the grand theatre building of the Summer Palace, it was so colorful the walls had blue, red and green dragons. I can still remember the beautiful golden silk drapes being hanged from the windows in the Garden of virtue and Harmony.

Sincerely,

██████████

Dear Diary,

Today I went to the Forbidden City it wasn't as colorful as the Summer Place, it was mainly red and yellow. I remember hearing my Chinese teacher say, "Red and yellow are lucky colors to the Chinese people." We first went to see the Screen of Nine Dragons which is in front of the Palace of Heavenly Purity, the screen is really a giant long wall with nine dragons painted on it in different colors. I wondered why there was nine dragons on the wall, why have nine not eight or ten and why have dragons. Then I read the plaque corresponding to the screen it read " In ancient China the number nine symbolized the supremacy of the emperor. The dragon is a symbol of an emperor and symbolize's luck and good fortune. Each dragon on the screen represents a different thing." I then understood after reading the plaque what the screen of the nine dragons represent, I was so honored to be looking something so beautiful and meaningful. As we walked to the Hall of Supreme Harmony I could smell the sweet smell of the tea being sold at the tea shop. I could taste the Chinese chocolate cookies I was munching on, they were sweet and tasted like brownies. When we finally got to the stairs leading to the Hall of Supreme Harmony I saw right in the middle of the stairs was a long stone carved picture of dragons in the sky with many clouds. I was so amazed when I saw this, I couldn't believe that such a skilled carving was made by humans centuries ago when technology was very simple. Inside the Hall of supreme Harmony was a giant altar and gold and red silk being hanged from different parts of the hall. My father told me "Here's some incense, get down on your knees, make a prayer, then put them on the altar." I got the incense and I did exactly as he told me. Then we went outside I took tons of pictures of the different things we saw. I bought a necklace that had a piece of rice with my name on it, which was inside a container. I was so honored to see such talent be done right in front of my own two eyes.

Sincerely,

[REDACTED]

Dear Diary,

I'm finally back in America, I'm so glad to be home. I am so happy that I went to China, I got to learn more about the Chinese culture and the Chinese people. I do miss many things I experienced in China, like the Green Tongue ice cream and the beautiful sights I was fortunate to see. At times I feel like I want to go back to China to see all the beautiful sights, eat all the good food and learn more of the Chinese culture. I write to you in reflection and remembrance of when I visited China.

Sincerely,

[REDACTED]

**Davies, Mary-Anne**

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**From:** Xiaojie Ma <XMA@international.ucla.edu>  
**Sent:** Tuesday, July 09, 2013 10:26 AM  
**To:** Davies, Mary-Anne  
**Subject:** FW: Hanban at Wudang?

-----Original Message-----

From: Susan Pertel Jain  
Sent: Wednesday, July 03, 2013 3:54 PM  
To: Xiaojie Ma  
Subject: FW: Hanban at Wudang?

-----Original Message-----

From: Marcos Aguilar [mailto:[sembrador@dignidad.org](mailto:sembrador@dignidad.org)]  
Sent: Monday, March 21, 2011 4:18 PM  
To: Jain, Susan Pertel  
Cc: Lin Chia Yin  
Subject: Re: Hanban at Wudang?

Thanks Susan. I believe they should have sufficient housing and peripheral services as Wudang Shan is also a daoist Mecca in China and a World cultural heritage site identified by UNESCO.

I'm trying to figure out how to get there this summer.

Oh by the way, I think you're amazing and thanks for your support.

Marcos Aguilar,  
Semillas

On Monday, March 21, 2011, Jain, Susan Pertel <[spjain@international.ucla.edu](mailto:spjain@international.ucla.edu)> wrote:

> Marcos, Last year the kids visited Beijing and then their host city.  
> They did not visit Shaolin Temple. I will be traveling to Beijing  
> next month however and will bring this up. One question may have  
> to do w/ accommodations. They will have over 700 students traveling  
> there. Shaolin, being the martial arts mecca that it has become, can  
> accommodate a lot of people. Best, Susan From: Marcos Aguilar  
> [mailto:[sembrador@dignidad.org](mailto:sembrador@dignidad.org)]  
> Sent: Monday, March 21, 2011 2:37 PM  
> To: Jain, Susan Pertel  
> Cc: Lin Chia Yin  
> Subject: Hanban at Wudang? Susan, What possibility might there be that  
> students in Hanban may travel to Wudang one year (this year)? With the  
> attention from Karate Kid, it may resonate quite a bit. Anyways, I'm  
> working to coordinate sending a few of our students to Wudang this  
> summer as a part of the Asia Society grant. Marcos Aguilar, Tlayecantzi



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- > Executive Director Semillas Community Schools
- > [sembrador@dignidad.org](mailto:sembrador@dignidad.org) Semillas del Pueblo <<http://www.dignidad.org>>
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- >

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--  
Marcos Aguilar,  
Tlayecantzi Executive Director  
Semillas Community Schools  
[sembrador@dignidad.org](mailto:sembrador@dignidad.org)  
Semillas del Pueblo <<http://www.dignidad.org>>

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Thank you.

**Davies, Mary-Anne**

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**From:** Xiaojie Ma <XjMA@international.ucla.edu>  
**Sent:** Tuesday, July 09, 2013 10:26 AM  
**To:** Davies, Mary-Anne  
**Subject:** FW: letter of support from academics  
**Attachments:** Semillas points.docx

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**From:** Susan Pertel Jain  
**Sent:** Wednesday, July 03, 2013 3:45 PM  
**To:** Xiaojie Ma  
**Subject:** FW: letter of support from academics

Dear Xiaojie,

I will forward these emails to you.

Susan

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**From:** Marcos Aguilar [<mailto:sembrador@dignidad.org>]  
**Sent:** Saturday, June 15, 2013 12:55 AM  
**To:** Susan Pertel Jain  
**Cc:** Irene Vasquez  
**Subject:** Fwd: letter of support from academics

Dear Susan,

Would you agree to adding your name as a co-signer of the letter attached?

Thank you.

Marcos Aguilar | **Tlayecantzi Principal**

**Xinaxcalmecac - Anahuacalmecac**

**Semillas del Pueblo - Tzicatl CDC**

*"Regenerando las matrices del Pueblo, de raíz a maíz"*

4736 Huntington Drive South  
Los Angeles, CA 90032

**Email :** [sembrador@dignidad.org](mailto:sembrador@dignidad.org) | **Web :** [SEMILLAS](#) | **Web :** [MEXICO](#)

[REDACTED]

[REDACTED]

*Regeneracion Radical · Regreso a la Raíz, Sembrando el Maíz*

*Comunidad · Cultura · Consciencia*

*Pedagogia · Organización · Libertad*

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----- Forwarded message -----

From: Irene Vasquez <[REDACTED]>  
Date: Fri, Jun 14, 2013 at 8:53 PM  
Subject: letter of support from academics  
To: Marcos Aguilar <[sembrador@dignidad.org](mailto:sembrador@dignidad.org)>  
Cc: [gyuen@calstatela.edu](mailto:gyuen@calstatela.edu), [cteveda3@calstatela.edu](mailto:cteveda3@calstatela.edu), [davidgg@ucla.edu](mailto:davidgg@ucla.edu), Gregory A Cajete <[gcajete@unm.edu](mailto:gcajete@unm.edu)>, tarajoy [REDACTED], [charo@chicano.ucla.edu](mailto:charo@chicano.ucla.edu), [reynaldo@chavez.ucla.edu](mailto:reynaldo@chavez.ucla.edu)

Marcos,

Here is the letter with six key signators. We are waiting for a few more and then we can send the letter out.

Best,  
Irene Vasquez

Monica Garcia, President of the Board of Education, Los Angeles Unified School District

Semillas believes the social realities of the 21<sup>st</sup> century require a holistic education that prepares young people to work towards sustainable, culturally inclusive and cohesive societies. Our future depends on alternatives to high stakes, uncultural, competitive approaches that currently exist in the LAUSD school bureaucracy. Semillas Anahuacalmecac offers high school youth in Los Angeles a high quality education that leads to academic skills, cosmopolitan awareness, an appreciation of self and community, and the ability to engage in social transformation, all that lead toward a more equitable and just society.

The denial of the Semillas Anahuacalmecac charter by LAUSD is counterproductive and hurtful to the school community and those committed to high quality public education. What is at stake is an education committed to engaging students in powerful life learning opportunities. Effective education must nurture students to be future-minded builders of peaceful, just and productive societies.

- ✓ Semillas has built an internationally recognized curriculum and is LAUSD's first International Baccalaureate World School with multilingual instruction and culturally responsive Humanities, Sciences and Social Sciences.
- ✓ Semillas educational model incorporates all California state standards from 9-12<sup>th</sup> grades
- ✓ Semillas has implemented the proven Escalante Math program (designed to improve the math skills of underrepresented students) sponsored by the East Los Angeles College.
- ✓ Semillas offers a safe school environment and safe haven for students of LGBTQ and Indigenous populations, both populations of students previously experienced bullying and discrimination in other schools.
- ✓ Semillas is informed by an internationally-recognized Board of Advisors in the areas of responsive pedagogies and culturally-relevant curriculum.

As educators, we are familiar with the facts that in LAUSD there are too many dropouts/pushouts, too many disciplinary infractions, and too few students applying and being admitted to college. Semillas excels in retaining and graduating high schools students and preparing students for college. In all these measures, Anahuacalmecac is successful. High stakes testing is not a solution but part of the complex set of problems and issues facing Latino students in the LAUSD school bureaucracy. Indeed the issue is quality, student sensitive education; Semillas Anahuacalmecac provides one whole response to the educational imperatives of a complex society.

Semillas education is a community response to the crises in the education of inner-city children. Staff, students and their family members worked with domestic and international experts to design and build a holistic educational model. Semillas students have demonstrated levels of academic achievement. With adequate funding and full support by the Los Angeles Unified School District, Semillas will achieve further commendable success with high school students.

We, the undersigned, call on members of the Board of Education of the Los Angeles School Unified School District to approve the Anahuacalmecac charter on June 18, 2013.

Rudy Acuña, Emeritus Professor, Chicana and Chicano Studies, California State University, Northridge

Juan Gómez-Quiñones, PhD., Professor, History, University of California, Los Angeles

Kris D. Gutiérrez, PhD., Inaugural Provost's Chair, Professor of Learning Sciences and Literacy, School of Education, University of Colorado at Boulder; Past President, American Educational Research Association and member of the National Academy of Education

Peter McLaren, PhD., Graduate School of Education and Information Studies, University of California, Los Angeles

Angela Valenzuela, PhD., Professor, Director of the Texas Center for Education Policy & Associate Vice President for School Partnerships, University of Texas, Austin

Irene Vasquez, PhD., Associate Professor, Director of Chicana and Chicano Studies, University of New Mexico

Davies, Mary-Anne

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**From:** Xiaojie Ma <XMA@international.ucla.edu>  
**Sent:** Tuesday, July 09, 2013 10:26 AM  
**To:** Davies, Mary-Anne  
**Subject:** FW: Letter to be read at LAUSD Board meeting  
**Attachments:** Ferguson Talking Points DRAFT1.pdf; Aguilar LAUSD Presentation 6.2013.pdf

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**From:** Susan Pertel Jain  
**Sent:** Wednesday, July 03, 2013 3:45 PM  
**To:** Xiaojie Ma  
**Subject:** FW: Letter to be read at LAUSD Board meeting

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**From:** Marcos Aguilar [<mailto:sembrador@dignidad.org>]  
**Sent:** Tuesday, June 18, 2013 2:15 PM  
**To:** Irene Vasquez  
**Cc:** [rudyaacuna@csun.edu](mailto:rudyaacuna@csun.edu); Gregory A Cajete; Ernesto Tlahuitollini Colín; Ernesto Tlahuitollini Colín; Juan Gomez Quinones; Kris Gutierrez; charo; Peter McLaren; Nancy Parachini; Susan Pertel Jain; Barbara Rogoff; Michelle Tellez; Angela Valenzuela; Alma Vivian Marquez  
**Subject:** Re: Letter to be read at LAUSD Board meeting

YES THANK YOU ALL.

Marcos Aguilar | **Tlayecantzi Principal**

**Xinaxcalmecac - Anahuacalmecac**

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**Semillas del Pueblo - Tzicatl CDC**

*"Regenerando las matrices del Pueblo, de raíz a maíz"*

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**INFORMACIÓN DE CONTACTO**

**EL CAMINO DE LA VIDA DEL MAÍZ**

*Regeneración Radical: Regreso a la Raíz, Sembrando el Maíz*

~~Comunidad~~ ~~Cultura~~ ~~Consciencia~~

~~Pedagogia~~ ~~Organizacion~~ ~~Libertad~~

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On Tue, Jun 18, 2013 at 1:58 PM, Irene Vasquez [REDACTED] wrote:  
Dear Marcos and Co-signers,

Here is the letter that will be read at today's LAUSD Board meeting. There were two important but short additions referencing Anahuacalmecac's distinction in college preparation and in Pacific-Rim Studies.

I thank you all for your support in this critical effort.

Best,  
Irene Vasquez, PhD  
Associate Professor, American Studies and Chicana and Chicano Studies  
Director, Chicana and Chicano Studies  
University of New Mexico

# Innovation, Inquiry and Inspiration

ANAHUACALMECAC PRESENTATION FOR THE LAUSD,  
M.AGUILAR, 6.18.2013



# INTRODUCTION

- TLAQUILTITZINOH TIMEX TLAHPALOA QUEX NICAN ZAN CEGNE INMIX PANTEH IHPAN HUEICAN CENTLALITL MAXTIHCAYOTL LAUSD.
- TAHAMEH TIH ANAHUAC CALMECATL .TO CALMAXTICAYOTL MOHUEZTICA OTSUUGNA, EL SERENO, LOS ANGELES.
- TAHAMEH TIH CUALCAUE IN TEO MAXTIHCAYOTL TLAHTOLLI CAMPA TO AMPOHUAN OTEX TLALIHQUEH TIH CUALCUIZQUEH IN TLATEPIZ-NAHUATIHLI NIHCAN.
- Nahac no toca Tlayecantzi Marcos Aguilar. ESTEEMED MEMBERS OF THE BOARD OF EDUCATION, PARENTS STUDENTS AND FELLOW EDUCATORS, AND INDIGENOUS PEOPLES IN THE AUDIENCE. MY NAME IS MARCOS AGUILAR.
- I am the EXECUTIVE DIRECTOR and principal of Anahuacalmecac International University Preparatory, the City of Los Angeles' first public IB World School. I am ALSO a trained and certified IB workshop leader, consultant and site visitor.

# INNOVATION

- In 2008, Semillas Community Schools founded Anahuacalmecac International University Preparatory in response to parent demand for continuity of our established k-8 educational continuum.
- FIVE YEARS LATER I AM PLEASE TO REPORT THAT THE COMBINATION OF HIGH QUALITY CURRICULUM, TEACHER PROFESSIONAL DEVELOPMENT, AND THE DEMANDING EDUCATIONAL PROGRAM HAS RECEIVED RECOGNITION FROM NEAR AND FAR, PARTICULARLY FROM EDUCATIONAL SCHOLARS AND INDIGENOUS PEOPLES THROUGH OUT THE WORLD.
- IN 2012, ANAHUACALMECAC GRADUATED 34 STUDENTS, ALL UC/CSU ELIGIBLE MEANING THEY PASSED ALL A-G REQUIREMENTS, 80% OF WHICH WERE ADMITTED TO DOZENS OF STATE AND PRIVATE COLLEGES AND UNIVERSITIES.
- ANAHUACALMECAC HAS BUILT PARTNERSHIPS WITH UCLA, CSULA, THE INTERNATIONAL BACCALAUREATE AND THE U.S. DEPARTMENT OF STATE THROUGH THE CALIFORNIA DEPARTMENT OF EDUCATION, THE FEDERAL SECRETARY OF EDUCATION OF MEXICO THROUGH THE COORDINACION GENERAL DE EDUCACION INTERCULTURAL Y BILINGUE SPECIFICALLY FOCUSED UPON THE REGENERATION OF INDIGENOUS PEDAGOGY, INDIGENOUS CURRICULUM, INDIGENOUS WAYS OF KNOWING, INDIGENOUS EPISTEMOLOGY, AND INDIGENOUS TEACHER PROFESSIONAL DEVELOPMENT IN PUBLIC EDUCATION.

# INQUIRY

- ANAHUACALMECAC IS DRIVEN BY A DUAL PRONGED COMMITMENT TO EDUCATIONAL EXCELLENCE THROUGH AN INQUIRY-BASED CURRICULUM ROOTED AND RESPONSIVE TO THE CULTURAL IDENTITY OF THE COMMUNITY AND STUDENTS IT SERVES.
- OUR RESULTS SHOW THAT AN EDUCATION WHICH ADDRESSES INTERNATIONALLY RECOGNIZED COMMON STANDARDS OF EDUCATIONAL EXCELLENCE ALSO YIELDS POSITIVE RESULTS IN LOCAL STANDARDS BASED EXAMS WHEN COUPLED WITH STRONG SUPPORT FOR STUDENTS AND MEANINGFUL RELATIONSHIPS IN THE LEARNING COMMUNITY.
- ANAHUACALMECAC IS THE ONLY PUBLIC HIGH SCHOOL IN OUR NEIGHBORHOOD NOT IN PROGRAM IMPROVEMENT STATUS MEANING OUR STUDENTS HAVE MET GROWTH TARGETS OVER TIME SURPASSING FEDERAL PROGRAM TARGETS. WHILE THERE HAVE BEEN SET BACKS IN ONE YEAR OUT OF FIVE, OUR STUDENTS ARE FIRMLY DEMONSTRATING SUCCESS IN ACADEMIC GROWTH OVER TIME AS CLEARLY INDICATED BY THE LAUSD'S OWN ANALYSIS OF OUR PERFORMANCE.
- BY COMPARISON, ANAHUACALMECAC IS MORE EFFECTIVE AT GRADUATING UC/CSU ELIGIBLE STUDENTS WHEN ONE CONSIDERS THAT OUR SMALL SCHOOL GRADUATED HALF AS MANY COLLEGE READY STUDENTS AS ANOTHER LOCAL COMPREHENSIVE HIGH SCHOOL WHICH ONLY GRADUATED 69 (OR 22%) LATINO STUDENTS UC/CSU ELIGIBLE OUT OF 310 STUDENTS IN A SCHOOL SERVING OVER 2,000 STUDENTS.

# INSPIRATION

- UNFORTUNATELY, THE ECONOMIC AND SOCIAL HARDSHIPS WE HAVE ALL FACED OVER THE PAST FIVE YEARS HAVE ALSO TAKEN THEIR TOLL ON OUR SCHOOL COMMUNITY.
- HOWEVER, WITH THE SUPPORT OF COMMUNITY PARTNERS, SEMILLAS COMMUNITY SCHOOLS PREPARED FOR UNFORESEEN FINANCIAL CHALLENGES AND HAS COMMUNICATED OPEN AND TRANSPARENTLY WITH THE LAUSD CHARTER SCHOOLS DIVISION OVER THE YEARS TO COMMUNICATE OUR STRATEGIES.
- FOR EXAMPLE, THIS YEAR, SEMILLAS HAS ACQUIRED A LOW INTEREST LOAN OF \$500,000 TO ASSIST WITH CASH FLOW NEEDS AS WELL AS A PENDING GRANT FOR \$650,000 TO ADDRESS THE LONG-STANDING NEGATIVE BALANCE WE FACED THIS YEAR.
- IMPORTANTLY, OUR STAFF HAS HELPED THE SCHOOL MEET THE HARDSHIPS OF STATE REVENUE CUTS AND DEFERRALS THROUGH A COLLECTIVELY AGREED TO CUMULATIVE 10% PAY CUT ACROSS THE BOARD, AND A REDUCTION OF EXPENSES TO THE CORE.
- WHEN ALL IS SAID AND DONE OUR PROJECTED BUDGET NEXT YEAR IS BALANCED AND OUR CARRY-OVER NEGATIVE BALANCE HAS BEEN REDUCED BY 98%.

# INSPIRATION

- ANAHUACALMECAC'S COMMITMENT TO EXCELLENCE BASED UPON UNIVERSALLY ACCEPTED EDUCATIONAL GOALS AND AS OUR COMMUNITY CONSENTS TO IT, IS AN EXPERIENCE WATCHED AROUND THE WORLD BY INDIGENOUS PEOPLES WHO ALSO SEEK ACCESS TO PUBLIC EDUCATION INCLUSIVE OF OUR LANGUAGES, CULTURES, COMMUNITIES, AND ASPIRATIONS.
- AS I SPEAK, AN INTERNATIONAL GATHERING OF OVER 5,000 INDIGENOUS PEOPLES IN SOUTH AMERICA REMIND THOSE OF US AT THE FOREFRONT THAT: "LA CONCIENCIA ES LO QUE HAY QUE DEFENDER - OUR CONSCIENCE IS WHAT WE MUST PROTECT"
- TO XINAXTIN - OUR STUDENTS, AND OUR INTELLECTUAL HERITAGE, OUR KNOWLEDGE IS OUR CONSCIENCE AND OUR **INSPIRATION TO SUCCEED.**
- IMPORTANTLY, THIS MONTH we have received reports two well-respected school evaluation and certification organizations WHICH RECOGNIZE THE EXCELLENCE OF OUR WORK. BOTH The Western Association of Schools & Colleges AND THE INTERNATIONAL BACCALAUREATE HAVE COMPLETED EXTENSIVE REVIEWS OF OUR SCHOOLS. I AM PROUD TO REPORT THAT WASC HAS ACCREDITED ANAHUACALMECAC FOR SIX YEARS THROUGH 2019, AND THE IB CONTINUES OUR AUTHORIZATION AS AN IB WORLD SCHOOL FOR FIVE MORE YEARS.

# CONCLUSION

- Today's LA Times reports that a "controversial group" has denounced the teacher preparation programs at both UCLA and Loyola Marymount College.
- In defense of these world-renowned programs State Supt. of Public Instruction Tom Torlakson said, "It's disappointing that this report applied a one-size-fits-all checklist. Those who are serious about examining the quality... will have to look elsewhere for more reliable and useful information."
- We face a similar situation with Anahuacalmecac. WE CALL ON THE BOARD OF EDUCATION TO RECOGNIZE HOLISTIC ACADEMIC EXCELLENCE AND THE STRONG COMMUNITY ROOTS SEMILLAS REPRESENTS AND RENEW THE CHARTER OF ANAHUACALMECAC.

# AIUP Educationa Exce ence

LAUSD HEARING, 6.18.13, M.Ferguson

# Standards of Excellence

- Community
  - International
  - Personal
- My name is Minnie Ferguson. I am the Director of Education, and the International Baccalaureate Middle Years Program Coordinator of Anahuacalmecac International University Preparatory. I am a mother of three, and a graduate of the LAUSD, as student body president of Lincoln High School in Lincoln Heights, as well as a graduate of masters programs at both UCLA and CSULA. I am a trained and certified IB workshop leader, consultant and site visitor.
  - As an educator and co-founder of Anahuacalmecac, I strive to reflect the excellence I have pursued in my own academic career for our students and community.
  - Anahuacalmecac reflects these standards of excellence in a way that is responsive to our community, the country and the world.



# Community Standards of Excellence

- Anahuacalmecac offers a college preparatory curriculum from kinder through graduation ensuring the foundation of the core qualities necessary to access to all levels of education.
- Curriculum and pedagogy inclusive of maternal language and culture enrich and empower all learners and teachers.
- Community-based autonomy ensures our school serves the needs of the children and parents directly giving voice to parents, students and teachers often ignored in the mainstream.
- Inquiry, international-mindedness and innovation are ways of learning that create a learner centered school community and success for all.

# Universal Standards of Excellence

- 1 Anahuacalmecac addresses the need for a high school education that establishes the essential knowledge and critical thinking skills that promote the opportunity for a higher education.
- 2 Responds to the urgency for a significant development of indigenous and international consciousness that enriches the future of social justice in our community and world.
- 3 Responds to the need for the subjects of study to align with the interests and capacities of each student, while maintaining the high level expectations of the curricular framework including Common Core Standards.
4. Lastly, Anahuacalmecac fundamentally establishes an academic program that is demanding, yet broad and balanced, to further the personal development of each student. Through the development of skills such as critical thinking, reflecting, researching, and other independent learning skills, Anahuacalmecac students inherently promote intercultural understanding and demonstrate the necessary qualifications of a globally recognized university education.

# With high standards come high support

- Among the key means by which we provide support for our students to excel is the offering of extra math classes during the school day and summer program by ELACC Foundation - Escalante Math Program instructors.
- Strategic afterschool tutoring supports the enriched course offering by individualizing attention to meet student needs.
- Personal Project mentors support students as they engage in a challenging academic stepping stone on their road to college.
- Counseling for personal and academic needs to support the level of rigor expected as ALL students engage in UC-CSU preparatory curriculum.
- Family engagement through multiple ways of connecting parents with teachers to support our students for early intervention and motivation.
- Dedicated, high quality, highly trained teachers capable of addressing the IB framework and curriculum, national standards, and indigenous pedagogy in an engaging, caring and rigorous approach for our students.
- We also provide students and parents secure access to performance data and grades via an online grading and evaluation system, taking the mystery out of their achievement.

# Internationally Recognized Excellence

- The most recent International Baccalaureate evaluation of Anahuacalmecac, led by the continental director of the IB Middle Years Program certified our highly effective program for five more years with IB!
- Among the IB Evaluation Team's commendations were the following statements:
- "The pedagogical leadership team demonstrates an outstanding understanding of the IB philosophy." "AIUP staff and parents demonstrate a passionate commitment and understanding of the Middle Years Programme." "A diverse array of after school clubs and enrichment activities demonstrate multiple examples of responsible action beyond the school community." "The School recognizes the importance of language learning including an indigenous language. All students study three languages at the school and show an awareness of language planning and policies regarding implementation."
- "The teachers and MYP Coordinator plan sessions over and above the needed requirements." "The students of Anahuacalmecac actively demonstrate that they are responsible for their own learning...with confidence and passion."
- "Based on the findings included in the report, the IB has not identified any matter to be addressed for the period under review."

# Personal commitment to excellence

- Anahuacalmecac was founded to overcome the educational disadvantages students face in Los Angeles today. Students who live in conditions I faced as a child myself in LAUSD.
- We see the potential in our students others may not have seen in me as a child of an undocumented worker and single mother growing up in El Sereno and Lincoln Heights.
- We see the potential of our students to engage in organizing social change nationally and internationally as they overcome the challenges and hardships they face in their lives through a path to higher education.
- Through Anahuacalmecac, access to the highest quality and most enriching type of education today is not contingent upon where they live, who they know or how much money their parents make.
- The IB Evaluation Team **commended** our school success in building, “a stimulating learning environment based on understanding and respect throughout the school community.”
- Our leadership in Anahuacalmecac, including our teachers, parents and students, call on you to support our school’s innovative practices, consider our internationally recognized indigenous pedagogy an asset to the District’s portfolio of innovative responses to our community’s needs and RENEW THE CHARTER OF ANAHUACALMECAC TODAY.