

Great Expectations

How AHS students and staff work to turn prom dreams into reality

Divya Prakash
Editor-in-Chief

Glimmering in their finery and weathering torrential rain, 610 students attended American High School's prom on May 18 at the Scottish Rite Center in Oakland. The event was by most accounts a tremendous success, both organized and attended by individuals aware of—and ready to take on—this most serious responsibility of having fun.

Between the prom sub-genre of teen movies, and the increasingly common phenomenon of “adult proms” for those who want to relive the night, prom as a rite of

passage seems to be lodged irretrievably into the American consciousness. Indeed, expectation seems to be the most salient feature of the night and the weeks leading up to it: that we should look beautiful, that we should have a partner or group to share the night with, and that we should have fun.

Rucha Joshi is one senior who definitely experienced this prick of expectation. She stated, “The movies, which I believe are a little stereotypical, show the quintessential prom experience. I see them and think they're so clichéd... but also that it would be so cool to

have that same experience.”

Part of this ideal, Joshi describes, was the idea of a “promposal”: the often elaborate, always nerve-racking process of asking someone to prom. Shanna Miwa Sakata (12) decided this year to initiate a simple promposal of her own.

“I didn't really want to make a big deal of it. I just asked him if he would like to go to prom and gave him a rose. I figured it would be the best time to ask, if I would ever be so forward,” she stated.

Motivated mostly by the idea of “shooting her shot,” Sakata reported that she did



THE EARTH IS FLAT

How the intimate links between power and knowledge shape your education

Divya Prakash
Editor-in-Chief

The Flat Earth Society has irrevocably changed my life. They've

opened my eyes to a truth in society that I never would have seen before.

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not feel pressured to have a date to prom. Not everyone felt the same way, however. David Cao (12), said, “The first thing people ask you is, ‘Who are you going with?’ Especially if you're alone. There seems to be an expectation that you go at least with a group [if not a date].”

Joshi was frank that she longed to receive a promposal, “[regardless of whether] it was from a really good friend, or someone I was interested in. It seemed like part of that ideal prom experience.” But these high hopes, to her, were less of a burden than a sparkling possibility, as she still vowed to have the “best time possible” with or without a date and make this an unforgettable evening with her friends.

Joshi's resolution was not unique among prom participants. Fueled by these technicolor dreams of what prom should look and feel

like, nearly every participant I spoke to reported having taken various measures to live up to their own - and often other people's - expectations for the night. In my own social circle, it was not uncommon for people to spend a few hundred dollars between the ticket, hair and nails, a dress or suit, transportation, and a corsage.

“There's this fantasy that prom is going to be the biggest night of your life. People arrive in limos, spend a lot of money on clothes. [American's] is a typical prom,” stated Mr. Howard, who chaperoned the dance.

The prom experience is, of course, different for chaperones and administrators than it is for student attendees. The adults supervising prom also take responsibility, albeit of a different

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Mr. Savoie

Adviser

It was a year ago, or near to it, that an intrepid soon-to-be editorial staff approached a first-year American High English teacher hoping to establish some rapport for the coming year. Or was it to establish a plan? A clue? Some amoebic sense of purpose drove this group of students to Mr. Savoie's Flex Period to figure out what the new (sigh) era of the Era

Dear Eagles,

Hello! I'm Michelle-Michelle Lee—and I'm one of the new editors for the year of 2019-2020. How do you do? Nice to meet you, but let's skip the formalities, shall we? I'm immensely pleased and extremely proud to bring you the last issue of the Eagle Era for this school year as a new Co-Editor-in-Chief, and I couldn't be happier to do it alongside my friend, Annie Liu. This issue is the product of the writers' and the editors' work amidst the cramming for AP exams, the prepping for prom, and the onslaught of deadline after deadline. Honestly, simple words can't describe my excitement, which is why writing exists.

For those of you who know me, and for those of you that don't, I love writing. There's something magical about taking a random jumble of words and letters and crafting an entire world from it. You are in charge of the characters, the setting, the twists and turns, the conflicts and the happy endings. You are the one who chooses what secrets to reveal and what to keep hidden, what stories get to be told and what remains unspoken. Writing isn't just ink on a page—it's the unspoken thoughts that are buried away, the tales that have never been shared, the worlds that have yet to be explored. And I? I have gone exploring.

I've been to English classes with treacherous essays and daunting timed writes, to libraries containing shelf after shelf after shelf of adventures, and to Journalism: a class filled with looming deadlines and enthusi-

asm and unbridled creativity.

I hope that you, dear reader, have been on explorations with all of us at the Eagle Era as well. Whether it's sharing your opinions on an event or reading an article that intrigues you, thank you for your support. Thank you for your presence as a reader of the Eagle Era, and congratulations for completing another chapter of your life! I'd like to acknowledge and thank the editors before us, the staff writers beside us, and the advisor, Mr. Savoie, leading us. Who can say what's to come in the future, but then again, what's life without a plot twist here and there? Here's to another year and another story! Michelle Lee

Co-Editor-in-Chief

Dear Eagles,

First of all, congratulations! After ten months of hard work, summer is finally looming on the horizon, and a well-deserved two and a half months of blissful vacation await. We're almost done with the year! From laughing with friends at lunch to late nights spent studying for tests, there's a lot that has happened in a year, and while these last ten months have been a different experience for everyone, a big part of mine has been my involvement in the Eagle Era.

This year, I have had the pleasure of being a staff writer for the Eagle Era. I've been an avid reader of the Era since freshman year, devouring each issue from cover to cover, and I've always wanted to write for the paper someday, even though I was wor-

was too shy for this kind of thing. I'll be honest, though—upon first impression of the class, I did feel pretty intimidated. I had never conducted a single interview before or had any experience with taking photos with a professional camera, and, on top of all that, there were my shy tendencies.

However, within weeks of school starting, I found myself at a school district board meeting, reporting for my first article ever. With my nerves and lack of experience, it was a challenge for me to assume the role of an unfazed, confident journalist right away, but I went home that night feeling elated. The evening had gone so much smoother than I expected, and I had even been able to land an interview with a prominent school board candidate. I'd dived right into the assignment with no prior experience—a milestone that was way outside my comfort zone—but the feeling of overcoming it made me feel grateful that I had decided to break out of my shell.

In hindsight, I'm both glad and pleasantly surprised to see how much I've been able to learn and grow as a journalist since that first assignment. Over the past few months, I've been able to interact with so many students, staff, and community members from a variety of different backgrounds, each with their own unique stories. One of my favorite things about journalism is that it has pushed me to talk to people whom I might not approach otherwise, but through interacting with them, I've learned so much. It's an incredible, eye-opening feel-

ing to be able to understand the viewpoints of so many different individuals, and for me, it's this feeling that is at the heart of journalism: reporting on events in a way that accurately captures the points of view of different members of the community. Above all else, it's about being unbiased, but it's also about opening your mind to other people's opinions and thoughts, recognizing that each and every person is on their own journey, and reflecting this fact in an accurate manner through the newspaper.

Journalism has given and taught me so much, and I can only hope that I have been able to do the same for the American community by contributing to the Era. That's why I couldn't be more excited and honored to be able to serve as the co-editor-in-chief of the Eagle Era for the 2019-2020 school year and be able to play a more significant role in contributing to accurate and fair reporting on issues that embody the essence of the student body. I look forward to a great year ahead of working with co-editor-in-chief Michelle Lee, the editorial team, staff writers, and Mr. Savoie, our advisor, in continuing the legacy of the Eagle Era.

But first, summer.

Annie Liu
Co-Editor-in-Chief

A First of Firsts

A review from the new adviser for the Eagle Era

would bring. Would he rule with an iron fist, warping what should be the beating heart of student expression at AHS into a propaganda mill for a nefarious cabal of adults? Would he break the bonds of censorship, rocketing the staff to the proverbial edge of journalistic adventurism, whether they were ready or not? As it happened, and as it often seems to happen, the reality was a tempered mixture of the two - though it can hardly be said that it was the adviser that concocted the atmosphere in the newsroom.

Like it did for many students here, the 2018-2019 school year brought me a number of firsts. How do I

—? I didn't learn how to do that last year... could be a refrain to a song rattling in headphones around campus if so many of us weren't already thinking it. Personally, I like to imagine this (again?) imaginary song as the backing track to Journalism 1 and 2. Before accepting the position as adviser, I had never written a story for any news publication, school-sponsored or otherwise, nor had I ever taken a journalism course, as part of my secondary education, er, education or otherwise, but I figured, I read some news and I know grammar real good. My can-do attitude and blissful ignorance made a wonderful team. Through-

out the year, when faced with an enthusiastic staffer looking for the best way to approach a story, I tried to apply my reader's knowledge of journalistic principles and match my staffer's excitement, hoping that these would be enough to equip my student with enough answers to continue their pursuit, if imperfectly, and enough encouragement to feel like they had someone with what appeared to be confidence in their corner, even if that ally wasn't exactly sure how that story would turn out. Thankfully, the only team better than my foolhardy optimism and lack of relevant experience is the one that put this issue together.

I cannot speak highly enough of the individuals on the staff that pushed themselves out of their comfort zones and put themselves into these stories. The hard-boiled investigations, the absurd satire, the erudite (if I do say so myself) commentaries - all of these stories ran red, white, and blue. 100% American made. So I'd like to take this opportunity to thank the star-studded staff for putting up with me, the exceedingly skilled editorial staff for also putting up with me but more often, and of course, you, Eagles, for living the stories we here at the Era are privileged to write on your behalf. Eagle Era = 10/10. Would recommend.



Senior Commentary



SATIRE: How to Make the Most of High School

A Stanbird admittee's guide to making these rough four years worthwhile and life-changing



LeAnn Liu

Web Editor

I got into Stanbird. Yep, the one right across the Bay. I am part of that exclusive 5% that got to read "Congratulations!" instead of "I'm sorry." Within the couple of months since I received that amazing letter that reassured me that the four years of intense sacrifice were well worth it, the quality of my interpersonal

relationships has skyrocketed. Underclassmen have rushed to their counselors to change their classes to all of the ones I have taken and relatives that I never knew I had have asked for my advice. Furthermore, my parents have been feeding me a full 2,000 calories a day. So what did I do to completely transform my life?

It all started when my Of Mice and Men essay tipped the scales, plummeting my English grade to a B+. I had not yet figured out the formula for earning high grades in high school and as a result, I did poorly. You could call what my parents did to me after that unjust, and the counselors would agree with you because the

next thing I knew I was in their office confessing that I felt that my actions were being prescribed to someone else's life goals instead of my own. Faced with the prospect of having a daughter that was both failing and seeking emotional help, my parents took drastic action to cure me. Together we developed a new form of therapy: palliative dominationum crudelium therapy via cerebral cell transduction. If you didn't understand that, you are not getting into Stanbird. That may seem harsh, but adherence only to cold, hard truth and strict procedures instead of creative exploration and subjective understanding is crucial to success.

And that is exactly the philosophy applied in this medical technique. Instead of sitting down, thinking, and actually confronting the problems, the brain cells' DNA are altered by constantly suppressing emotions through methods such as humiliation and starvation. Not only do these methods induce rampant mutation within one's own body, but they also expose the patient to the outcomes of attending UC Merced or some other low-tier college. This results in the patient's enlightenment, which can reach varying degrees depending on his or her willingness to conform.

Through my experience with palliative dominatio-

num crudelium therapy, I learned that it is not the friends I make or the experiences I have in high school that transform me from an ignorant freshman into a mature senior, but the statistics that I accumulate: number of volunteer hours, my GPA, my SAT score, and the rank of the university I attend, to name a few. The sacrifice of genuine companionship, human experience, and unique personality can be difficult, but those are all worthless if you do not spend as much of your high school time bulking up your high school resume that will be irrelevant by the time you start applying for jobs as an adult.

A Paradoxical Paradigm

Why the advice in this commentary can be ignored



Vyoma Raman

Editor-in-Chief

The senior commentary has long been a chance for the graduating editors of the Eagle Era to reflect on their past four years and share their insights on high school, journalism, and life in general, but I can't help but ask myself: what qualifies me to advise the hundreds of students who walk through AHS's halls every day? The answer is nothing.

If there's anything that my time at the Era has

taught me, it's that every individual has an incredibly unique life story that no one else could understand in the fullest sense. As such, no advice I give would be relevant for even a simple majority of my classmates or underclassmen because our life goals and experiences are just too different.

The purpose of this editorial, therefore, is to explain why you shouldn't subscribe to what others (myself or celebrities or your friends or your parents) believe—of course, it's your choice to listen to me or not.

People accept advice under the impression that it will improve something in their own lives. Whether anything does get better largely depends on the people, sentiments, timings,

and other circumstances surrounding their actions—the outcome is very much a product of chance. While following the recommendation of someone else may not necessarily cause harm, it always comes with the baggage of expectation.

If something does not turn out as intended, there is a tendency to direct the blame inward: "It's my fault that I couldn't [insert accomplishment]. If only I could have been as [insert adjective] as [insert advice-giver]." Since so much of life is unpredictable, it's unreasonable to judge oneself too harshly based on a falsely conceived notion of what should have happened, and this could lead to deeper self-esteem issues and feelings of inadequacy. I would go so far as

to say that any comparison at all is unrealistic because of its fundamental assumption that two people are in the same position. Following advice often leads to a very narrow definition of success—namely, that one's situation must turn out exactly like another's.

I, like many others, have been advised on topics as varied as college applications and favorable restaurants, but my abilities, intentions, and general preferences have still influenced the choices I've made. Someone else may not pass over a university with a single-digit acceptance rate, but that doesn't invalidate my own reasons for doing so, and it is important for people to recognize that others have different priorities before

judging their decisions. Everybody has the autonomy to decide how they will live their own lives and the responsibility to accept the all implications of their actions. Taking someone else's advice could lead to regrets later on if the resulting outcome is suited to the advice-giver but not the advice-taker.

We don't live in a one-size-fits-all world, so the best advice I can give you is to not rely too much on other people's advice. Because each individual has vastly differing experiences and mindsets and can determine only his or her actions and not the consequences, what others say can only go so far. But then again, what do I know about your circumstances?

THE EARTH IS FLAT (CONT.)



Divya Prakash
Editor-in-Chief

Now, before all my science teachers cringe collectively at what a sacrilegious waste of taxpayer money my four years of secondary education have been—no, I do not believe the Earth is flat. Nonetheless, learning about the flat-earthers, or the Flat Earth Army, as they call themselves, has defied and defined my understanding of science, knowledge, and education itself.

A Flat Earth convention, much like gatherings of Trekkies, Potterheads, and Sriracha enthusiasts, includes a variety of workshops, networking opportunities, team events, and merchandise sales. But where a flat-Earth convention differs from your average juggalo soirée is in its collective enthusiasm for all things scientific. A large portion of the event seemed to revolve around debate of models (heliocentric or geocentric?), design of flat earth

experiments (one particularly elaborate one involved yardsticks, military-grade lasers, and guillotine-esque wooden boards up to 140 feet high), and discussion of best practices in testing and explaining contrary evidence. No matter how much I sometimes wanted to laugh - or bash my head into a wall - at the mental gymnastics used to justify this incongruous idea, one thing became indisputable: flat earthers do value reason and evidence (particularly, empirical evidence); what brings them so much ridicule is their rejection not of science, but of scientific authority. They see science and higher education as elitist strongholds, responsible for indoctrinating generations of students into this global lie of planetary proportions.

The point of this commentary is not to malign flat earthers nor to delve into the bevy of conspiracy theories I have come across in the trenches of the rabbit hole that is the Internet (Birds aren't real, people). Clearly, flat earthers are hardly the first to criticize existing power structures and their tight grasp on

what society considers to be true. Michel Foucault, famed French philosopher, even went so far as to theorize that truth in the eyes of society is completely determined by those in powerful positions.

So before those of us "in the know" jump onto the obligatory of-course-the-Earth-is-round bandwagon, it's important to see that this perception of knowledge as the stuff of some elite cookie jar, to be handed out at the whim of those in charge, is more widespread than we like to believe. While teachers certainly do hold a position of authority, we sometimes believe mistakenly that they have a position of power over our knowledge. Through all the problem sets, annotations, and conscientious highlighting we do, it's easy to think that teachers, scientists, researchers - the people who write our textbooks, or give generously of their time to educate us - own what we learn and are simply transmitting knowledge to us as we await it passively. It's even easier, as we drink an alphabet soup of standardized testing—SAT, ACT, SAT2, APs, SBAC, CAASP, PSAT - to think of knowledge as a binary, something we either have

or don't, something that can be scanned, counted, and totalled from the rows of bubbles on an answer sheet.

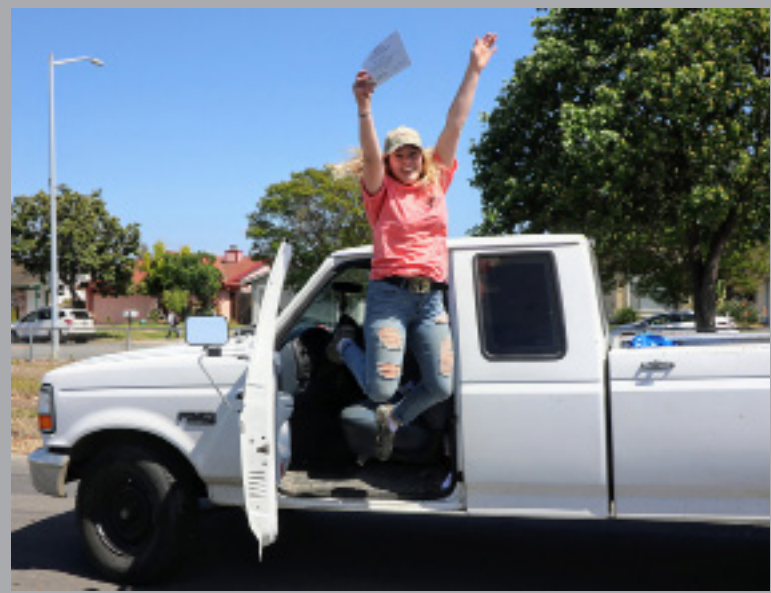
But what flat-earthers understand that the rest of us do not is that in some form, all knowledge is relative and, to an extent, accepted half-blindly from those in authority. They see that we, just regular people, have the power to know. They do their own experiments, they utilize YouTube and other online platforms (heavily: the flat-Earth movement is almost entirely digital), and they collaborate to discuss and further their understanding of the Earth. A garden-variety flat-Earther has already achieved something that we smug globe believers have not: they care enough about physical science to devote a large amount of time to studying it, albeit incorrectly, and they tolerate, even embrace, the discomfort of standing up to authority. How many of us, had we not been shown a classroom globe as early as preschool, would have taken the time to question the very shape of the planet we live on?

I am not quite going to argue that flat-Earthers rep-

resent the democratization of education, although I can definitely see that line of reasoning from my front yard. What I will say is that with more technical literacy, many flat-Earthers would be excellent researchers and citizen scientists. I urge you, with whatever time you have left in school and in life, to be more like them (in some ways). Take every resource you have at your disposal to take knowledge out of the hands of the elite and into your own.

Foucault also theorized that life is simply an unending struggle between those with power and those without. Anti-vaxxers, flat-Earthers, and JFK lives-believers are frequently those on the fringes of society, left without power and thus strongly desiring to create their own in the form of fabricated knowledge. But you don't need to be a contrarian in order to adopt their propensity to question constantly. Everything we now know was once a question, and truth doesn't need to be accepted in order to be true. Understanding that alone will get you—dare I say it?—ahead of the curve.

A TICKET OUT OF HIGH SCHOOL?



The benefits of CHSPE testing and why students want to take this exam

Mercedes Ayala
Staff writer

When students hear their teacher announce the date of an upcoming test, they often immediately think about how they're going to pass and what to study. Though testing usually seems like an evil act that brings pain to students, that is not always the case. In particular, there is an optional test that can be beneficial to many California high school students.

The California High School Proficiency Exam (CHSPE) is a testing program through which a student can earn a legal equivalent to a high school diploma. There are two sections students must pass in order to receive their certificate of profi-

ciency: mathematics and language arts. The language arts portion consists of a reading section with a total of 84 questions and a language subtest composed of a total of 48 questions and one writing task. As for the mathematics section, there are a total of 50 questions with several categories. To pass mathematics, you must earn a score of at least 350.

Memuna Desai, a sophomore who has high goals in life, plans on achieving those goals early. She has taken the test and plans to leave high school to start her career in the medical field. Desai explains, "I was inspired to become a doctor from a young age because I viewed it as an occupation that would

help [people who are] suffering illnesses... I wanted to get ahead of my peers mostly because I want to start studying my career early so I can become a doctor [more] quickly." Desai is determined to be a step ahead of others. Her plan is clear: skip junior and senior years to start college and blossom from there. She explains, "I plan to attend community college, most likely Chabot, and then transfer over to a four-year university." Desai first came across the idea of skipping the last two years of high school through her cousins, who also took the test to start their careers

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Walking Down Memory Lane

Students and staff remember the life of psychology teacher Mrs. Eisenhart



"I was one of her first students when she first started teaching at AHS. I was personally going through a lot in high school and she really helped motivate me, provided me with a study space; she was a second mother to me, the sister I never had and a best friend all in one. She took me prom dress shopping, we got coffee together, and always let me hideout in her class whenever I didn't want to be anywhere else. I spoke to her a week before she passed and made plans to treat her to lunch with my salary from my first job to thank her for everything she's done to me. A huge part of the reason that my life is going in the right direction is because of her."
-Kishoree Vijayaanand (alumni)

"My favorite memory of Mrs. Eisenhart is always hearing her voice yell at students 'YOU'RE LATE, RUN' in such a loud, deep voice. It always made me get up and walk out to the door to see what students, they could be mine, they could be hers; she was just real funny about getting kids to show up to class on time."
- Ms. Nauss

"Mrs. Eisenhart was one of the most down-to-earth and realest teachers I know. She was one of the few teachers willing to joke around with her students and I remember her taking some of us aside to ask if we were okay since we were acting quiet in class. She would show us pictures of her dogs in class and be willing to share funny stories about her life."
-Alison Zhao (11)

Learning On The Job

Students who work part-time gain an earlier experience for their future

Mercedes Ayala
Staff writer

As children grow out of the phase of depending on their parents to provide for them, it gives them a sense of pride and exhilaration. This same feeling is the reason why kids may open a lemonade stand and scrape together enough money to buy that one toy their hearts desired. Students have part-time jobs to provide for themselves, their families, or to gain experience from working a part-time job. It's a great learning experience for those who seek an idea of what the real world is like.

Working part-time can also be an inspiration to those who have the motive but feel nervous or discour-

aged. There is no shame in working part-time; this is one step closer to entering the adult world and understanding the hard work of earning a paycheck. The same amount of work parents put into their jobs to provide for their families is something students don't have to experience right now, but there comes a time when the bird must leave the nest and provide for themselves to become a bigger part of this world.

Samarjit Singh is a part-time worker who works to familiarize himself with the basic concept of a job and to stay active. Singh explains that he works "mostly to get out of the house, because I moved from apartments to a

house, and it's not as active, and everything is far away." Although working part-time bestows individuals with a new sense of responsibility, it also takes a toll on the amount of free time they once had. Then again, this is a sacrifice that will eventually be made in life. It's better to encounter this struggle now than to face it later on and become more hesitant in life. Singh elaborates by saying, "The activities I did were a challenge I first faced, because [at first], six hours of my job was very tiring, especially on the weekend."

In addition to the benefits of students working at an early age, Renae Hintze, a contributor to Student-Tutor who answers ques-

tions that parents and students might have about high school, elaborates more on the positive outcomes of working part-time. Student-Tutor is a blog where tutors have helped over 3 million parents and students of all grade levels ensure college, scholarships, and success. Hintze mentions how working part-time not only builds communication skills but also creates a good work ethic, which is something that even adults struggle with now. For a student to learn good work ethic now is an experience that will be very much needed when having to collaborate with others in the future. Hintze writes, "Working their way upwards towards better things is a

humbling experience that can help your teen appreciate and excel in future jobs."

Furthermore, Hintze also includes the importance of learning the value of a dollar, teaching individuals the importance of knowing how to spend money and the appreciation of being able to earn that dollar. She states, "It's not just about your teen recognizing the sacrifices YOU'VE made for them, but them understanding how to be smart about what they spend and knowing that money is earned, not granted." Hintze describes an excellent point. As students become less de-

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SNAP

A visual summary of the Class

Vyoma Raman

C/O 2019 students wrote (or at least submitted)
an average of

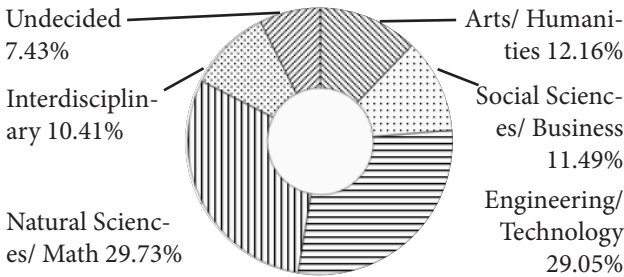
1537

words while applying for college... not including
private school supplements

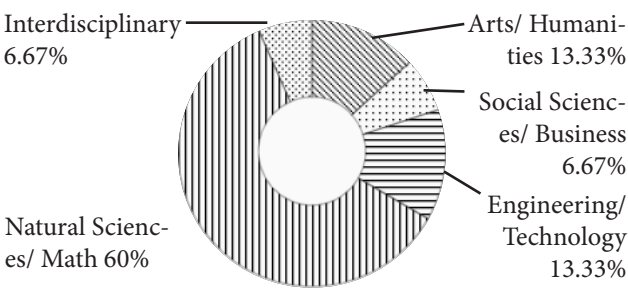
23.81%

of C/O 2019 students wrote supplemental essays
for private schools

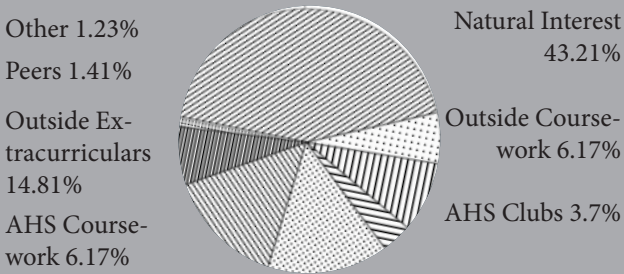
Field of Study: All Students



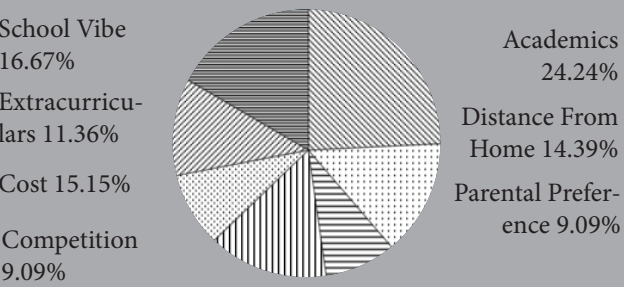
Field of Study: Private Schools



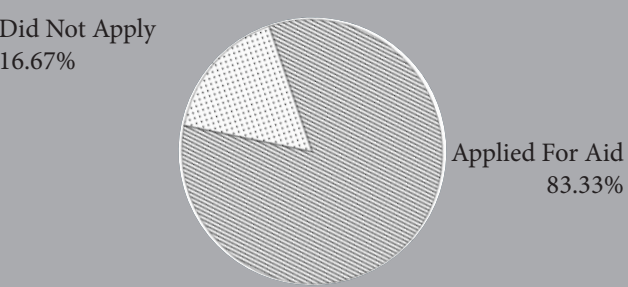
Field of Study Influences



School Choice



Financial Aid



C/O 2019 students applied to an average of

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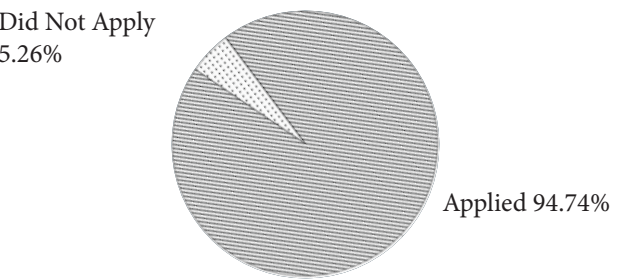
public schools

C/O 2019 students applied to an average of

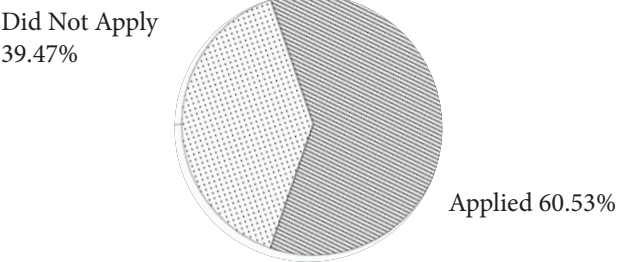
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UCs

College Applications

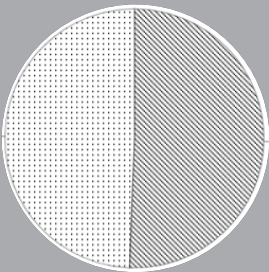


Private School Applications



All Admissions

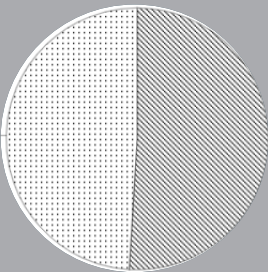
Unsuccessful
49.39%



Successful
50.61%

Private Admissions

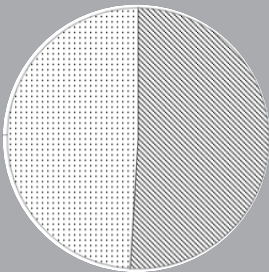
Unsuccessful
49.65%



Successful
50.35%

Public Admissions

Unsuccessful
49.06%

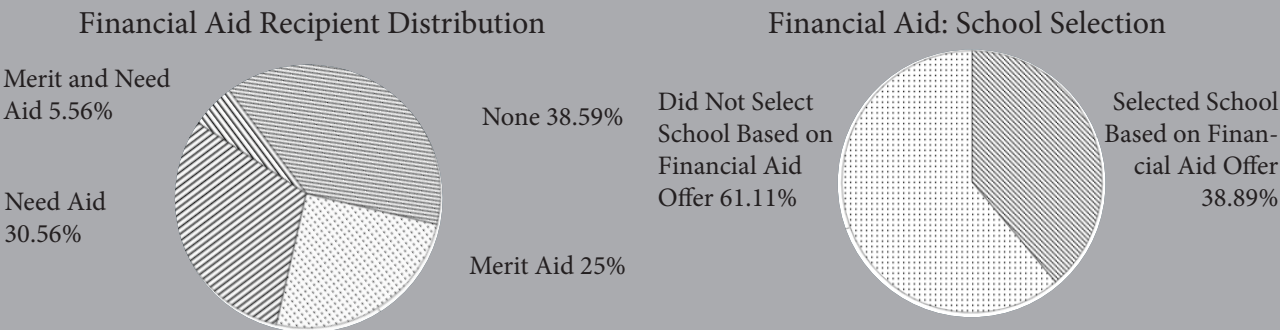
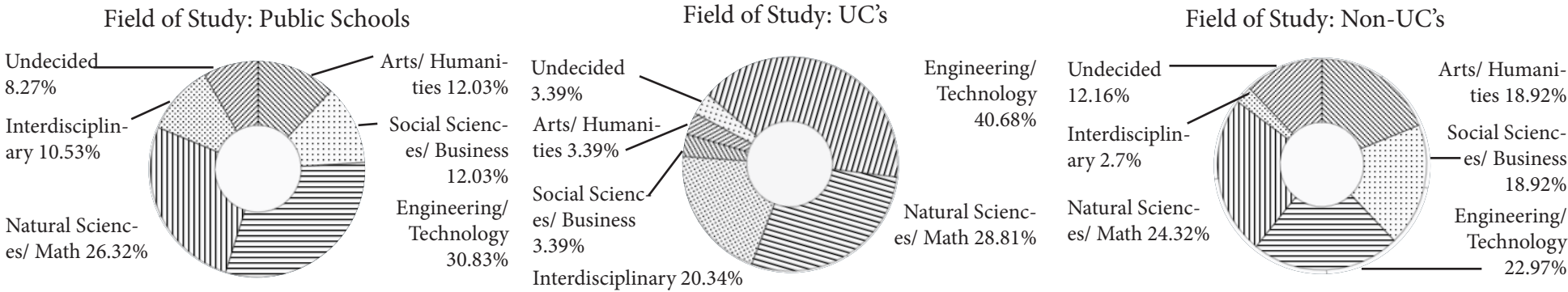


Successful
50.94%

SHOTS

of 2019's college admissions process

Editor-in-Chief

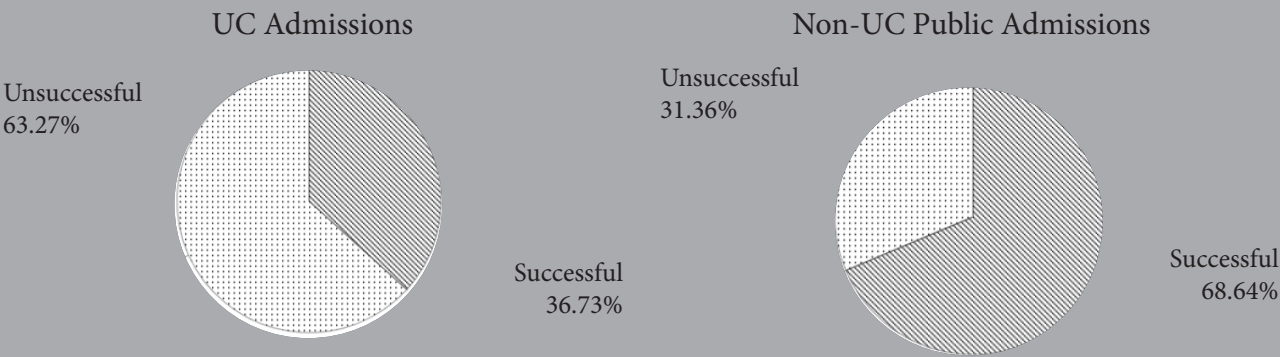
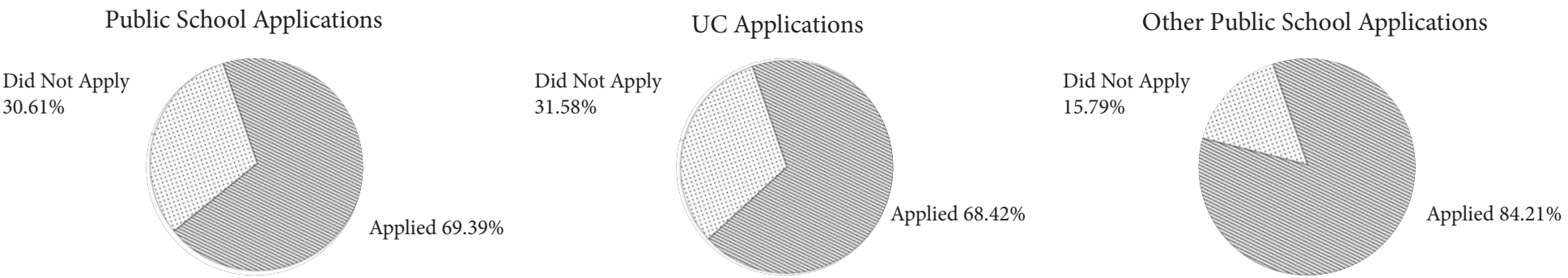


C/O 2019 students applied to an average of

11 schools in total

C/O 2019 students applied to an average of

4 private schools



C/O 2019 students applied to an average of

3 other public schools

Students rank cost an average of

3.583 out of 5 in importance when selecting a school

NORTHERN CALIFORNIA

Academy of Art University

Tristan Goutain

Blush School of Makeup

Sierra Farr

California College of the Arts

Brian Zhao

Cañada College

Devin Gonsalves-Castro

Skye Merricks

Aaron Pierre

City College of San Francisco

Izaiah Reid

CSU East Bay

Salam Abed

Jared Heim

Janisse Panopio

Behishta Sharifi

Novejit Singh

Lucas Szeto

CSU Sacramento

Carl Fulton

Mary Lanaika Malvas

San Francisco State University

Jalen Adair

Mamadou Bah

Nicole Bailey

Mridini Chandrasekaran

Faiyaz Chaudhury

Annie Hinh

Leighanna Huynh-Lee

Sebastian Moreira

Dylan Pham

Malia Salgado

Kevin Tang

Akash Thiagarajan

San Jose State University

Matthew Camacho

Aayush Chatterjee

Michael Cheung

Amy Chong

Tejas Dilip

Arha Divatia

Anthony Dominguez

Sonia Dosanjh

Emily Echon

Cliff Gonsalves

Ashu Gupta

Harrison He

Abey John

Gokul Krishna

Gabriel Lee

Riel Andrew Lelina

Richa Marathe

Lilianna Mendez

Meghana Narravula

Sidhi Raina

Christian Ramirez

Haseeb Sayed

Hitayshi Shah

Ashna Sharma

Wyona Sy

Kha-Tu Mimosa Tran

Santa Clara University

Michelle Lim

Aashna Nilawar

Sonoma State University

Gage Monnier

UC Berkeley

Melody Chen

Daniel Chiu

Suchay Gantla

Ryan Johnson

Viren Khandal

Arjun Kshirsagar

Manasi Kumar

Disha Kurane

Saagar Mehta

Shreya Nagpal

Julia Ong

Shivam Patel

Mehul Raheja

Vyoma Raman

Arman Shah

Mihir Shah

Ingrid Shan

Christine Wan

Allyson Yang

Timothy Yang

UC Davis

Rishika Adoni

Sanjana Aithal

Monica Chandra

Efren Chen

Urvi Ganorkar

Aastha Gautam

Westen Hu

Hyuk Jung

Anchal Lamba

Megan Lau

Justine Lee

Christine Li

Ambar Mishra

Arti Naik

Sreeram Sandrapati

Keya Shah

Jennifer Song

Ananya Srinivas

Shriya Subramanian

Richa Uprety

Kaushik Nambi

Vivekanandan

Richa Vyas

Rima Vyas

Zeki Xu

Jiaxin Zheng

Iris Zhong

UC Merced

Namitha Bhat

Vincent Candelario

UC Santa Cruz

Emily Chan

Atharva Chinchwadkar

Tony Ma

University of San Francisco

Emily Gunawan

Tarandeep Johal

George Lan

University of the Pacific

Tejvir Nijjar

William Jessup University

Luke Godfrey

Community College

Cabrillo College

Davin Baker

Chabot College

Javier Alfonso

Julian Alfonso

Jason Chan

Hafsa Desai

Noah Fajardo

Jeremiah Nguyen

Daniel Stewart

Rena Wei

Jaden Williams

College of San Mateo

Lisett Colindres

Shanna Miwa Sakata

De Anza College

Scarlet Wang

Ke'Noah Wiley

Diablo Valley College

Keerit Nijjar

Los Medanos College

Ricky Smith

Ohlone College

Janan Abdulkhaleq

Chanel Acosta

Sultanna Afzali

Alima Afzali

Angela Alokozai

Sarah Amon

Sharman Anand

Kyle Andres

Amaris Barring

Alyssa Bautista

Brandon Bonilla

Drake Botelho

Michelle Ann Cabrera

Yael Carrasco

Brandon Chan

Connie Cheung

Justin Cromie

Sriram Dasarathy

Claire Del Rosario

Manreet Dhillon

Jamilla Ebuon

Mel Marc Felipe

Sareen Gabhi

Humza Ghayas

Devin Hill

Adeline Jang

Gurnavleen Kaur

Jaden Lambino

Bridgitte Macias

Riley Maddex

Anthony Magnane

Jonathan Martinez

Samantha Mata

Samuel Mata

Kenneth Maung

Kelaiah Mayberry

Kasandra Menjivar

Hrithik Nair

Oscar Navarro

Dante Navas

Sean Ng

Son Nguyen

Roz Oganian

Dustin Orluck

Kyle Peabody

Jessica Poon

Darya Pozdnikov

Stephanie Prasertsanit

Yasin Rabia

Erik Rauholt

Riley Roffelsen

Shailesh Sharavana

Logan Shires

Leonard Sun

Yosef Torres

Angelique Valenzuela

Akhilesh Varigonda

Nicole Vega

Christina Wong

Yuyang Zhou

West Valley College

Hannah Hillman

OUT OF COUNTRY

Hamburg University

Tala Hamadah

University of British Columbia

Zackarya Hamza

University of Toronto

Antara Baruah

CAP YEAR

Meghana Nallapareddy

U.S. MILITARY

U.S. Coast Guard

Randy Moody

U.S. Marines

Myles Cabal

U.S. Naval Academy

Nelsene Toriano Jr.

U.S. Navy

Harrison Bera





CAMPUS LIFE

Learning On The Job (cont.)

pendent on their parents, they increasingly realize the value of money. Therefore, students will likely become more careful about how they spend their own money.

Ilene Avila is a student who also works part-time and shares her thoughts on benefits from working while still in school. Many times when working part-time, keeping up in school can be a challenge. Avila focuses on both her job and school by upholding a tight schedule, saying, "I really can't afford to procrastinate since I will fall far behind. Working part-time shouldn't affect my grades, unless I let it." Avila also mentions other challenges she faced when she first started to work. "I was very nervous, just because I'm shy when it comes to meeting new people. I've also never been in a working environment with all adults, so it was a bit nerve-racking just to think of if I got hired." This "nerve-racking" feeling is an emotion everyone eventually experiences when starting off in a new work environment. The only difference is that Avila will know how to

handle the situation when she comes across this "nerve-racking" feeling again.

Working part-time is an opportunity that a handful of people take advantage of, as it builds up work ethic, communication skills, friendships, and a sense of responsibility. For those who are on the fence regarding whether or not to apply, don't be concerned about the struggle you'll face. Life occurs in ways in which individuals must face the reality of the struggles in this world. This goes to show that experiencing things ahead of time can prepare people in advance. Earning money requires hard work, but it also teaches important morals. Furthermore, a paycheck is not just a paycheck. It's a sense of responsibility that must be utilized wisely when entering adulthood. Spending money efficiently is essential for entering the adult world due to having to cover the expenses of life. Students who choose to work part-time are benefiting from this experience by learning the way of life early on.

Passing on the Torch

The seniors will be going away and are reflecting on the way they have impacted underclassmen



Sriram Dasarathy and Annie Liu

Staff Writer and Editor-in-Chief

Graduation day: a long-awaited and well-deserved day that finally arrives after four years of hard work. The graduating class of twelfth graders lines up on a field. Their names are being called, and they come up to the stage and receive their diplomas. They walk down the stage and the crowds in the stands give loud applause. Afterward, they come off the stage and their friends and family come to meet them and celebrate. This scene is undoubtedly a joyful moment to cherish forever, but it also brings with it a sense of finality as seniors leave behind the last chapter of their life to begin a new one.

As seniors finish the last few weeks of their high school careers on a strong, memorable note, some of them are reflecting on how their interactions with the underclassmen have been. From participating in Link Crew to holding leadership roles in clubs, seniors have done their best to ease tensions that underclassmen may be facing.

"I have some friends who are freshmen...We were in drama together and I used to

help them rehearse," stated Mel Marc Felipe (12). In general, he explains, "I want to set a good example, so I choose freshmen as my partners. I have tutored some freshmen in math most of the time, and I have also helped them with their French work."

As mentors to their younger counterparts, seniors have helped underclassmen with a variety of things. Whether it has been for academics, sports, or life advice, upperclassmen have provided many ways for younger students to receive guidance, as older students help pave the way for the success of underclassmen in the future.

"My friends, who are seniors, [keep] on telling me not to stress about high school. As a freshman last year, I had these ideas about high school, like, 'I have to get straight A's, and I have to get into college,'" Yamelak Alemu (10) said. "Now, I know the truth and how high school actually is. My senior friends were fun to be around and easy to talk to. They made me realize how high school is not that difficult."

For some students, external pressures can manifest themselves as significant challenges, and students may feel the need to find

methods of coping with those issues. This is another aspect in which many underclassmen look up to seniors for assistance.

"I can show future underclassmen that they should not be stressed out about school and whatever goes on in their lives," stated Alemu. "They need to relax sometimes. I know that grades are important, [but] while having certain expectations, students should [also] be able to let go."

As many underclassmen grow up, seniors can be curious as to how their guidance has impacted the younger students. One small action can lead to lots of change, and this can often be observed over the years as younger students develop throughout their high school journeys.

"It is always nice to see how underclassmen progress," said Annie Hinh (12). "When I was a Link Leader, I gave an impression that American is a very spirited school, and I want underclassmen to show their spirit and not be shy about it."

In addition to seeing their impact on the younger students, seniors also express hopes for the types of legacies that they wish to leave American with.

"I hope that I will be remembered as that humble guy in the corner," said Felipe. "I am very outgoing, and I want to be remembered as someone who is humble, intelligent, and supportive."

As the class of 2019 departs from American High School, they will do so knowing that they have left a lasting imprint on the school. When the seniors walk off of the American campus for the last time as students here, they will be passing on the torch for the role of being model students to the next graduating class.

Jobs!

For students

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FEATURE

The Workings of the Spark in a Book of Memories

Going into how the yearbook is made, and the effort behind it



The Yearbook contains the qualities of having a lined out order and bursts of creativity. Most times, these qualities work with imbalance. "Last year's book it's like full on watercolor like crazy. It just looks like just like a burst of things with like no sort of pattern and like consistency, whereas this year, it's like we gave them creativity," Maham Junaid (11) said. "But we also kind of restricted them to make sure that there were consistency and design elements were being continued throughout the book to keep that whole like idea and theme of what the spark is."

Noah Fajardo
Staff Writer

One of the goals that had been set for the yearbook of 2019 was to improve over last year's road bumps in the progress of making the book. Expectations were hoped to be reached because of past successes and goals.

"I think the reason why is because we had a more organized system," Maham Junaid (11) said. "We didn't really have a path or a hierarchy system. Whereas this year, we have the editors following the class and everything and teaching. Mr. Savoie was really great for us. That helped make sure that we didn't have any typos because we had this system of making sure that every page got checked and

then got double-checked."

As new staffers continue to learn the workings of making the yearbook, there may be times where the work must be split up between editors or checked for errors.

"The other solution is that if there is someone who's a little bit better with layout...[for example], I always see Logan's layout looks good. He's on point with his layout. So if someone needs help with it I'll be like, 'Logan, can you help them out really fast? If you're doing okay, and extra credit points, you know,'" Maham said. "If I see someone struggling with copy, I know that Divya [co-editor-in-chief of the Eagle Era] is really good with grammar. So if

I noticed someone having grammar issues, I'll have Divya re-read their copy."

Yearbook interviews for the workings of the book is with a multitude of people centered upon one theme and are short.

"For Yearbook, we have various types of interviews, it's not for just a piece of writing," Maham Junaid (11) said. "[The process] would be a really quick interview. It's just one question. You give me one word, and it's all based off the emotion that [word] provokes. Other than that, yearbook does a lot of mod interviews for certain things... We do a lot of little profiles... But we do a lot of fun, creative interviews."

People who are outside of Yearbook and Journalism

contribute to the yearbook in other ways whenever there needs to be any help with the people that are in photos or navigating to classrooms and portables.

"One of the main things that people outside of the yearbook do is provide names since there are thousands of kids in this school. It's really hard to pinpoint people exactly," Logan Shires (12) said. "For example, finding people's first, middle, and last names, finding people's sixth-period classroom, and overall [knowing] where you can find them during lunch. Well, having a compass to guide you to where you want to go is really helpful in those situations."

Although having students provide names and classroom locations does help the yearbook in terms of identification and classes, this also proves to be a problem pulling people out of classes.

"I don't think that was a good decision. I want to avoid pulling as many people out of class as possible," Kitty Lai (11) said. "We're working that through. But if people stay on task, we wouldn't even have this problem."

Students outside of Yearbook and Journalism have helped in other ways besides naming and classroom identification. Students have also helped out in yearbook distribution as well.

"You can also help with

the distribution of the yearbook, where you take time out of your sixth-period class to wheel a bunch of heavy books around the entire campus and give them to people," Logan said. "Last year, we didn't have that much help, except some guys who like to work out, and that speeds things up. But carrying, like 60 pounds worth of books across the entire campus was pretty fun last year."

There are still things to better the yearbook staff in the coming years. With a new staff, there are things to learn, as well as new bonds to create with new staff members. This contributes to a book that could be the best of everyone's ability and creativity.

"I feel like something that could definitely improve on next year is staffers' skills, which lead to better pages. I feel like if we worked more with them and also I feel like this year we were like a new team. If we have some returners next year, they might be able to help out with this," Maham said. "So I feel like it's a skill set that really leads to the product and so each individual page could have been better, had the staffers been more skilled. The designs would have been more complex. They weren't are not as complex as I wish to. There are some pages that are really, really good, but not all of them. But then again, you can't make a perfect book."

A TICKET OUT OF HIGH SCHOOL? (CONT.)

early. “Two of my cousins took the CHSPE before me and, as a result, are ahead of their peers in high school. Also, there are a couple of others [whom] my parents knew who took the test.”

While Memuna Desai has her future planned, Anna Kelly a junior has just started her journey to live an independent life. Kelly says, “I decided to take the CHSPE because I felt it was more beneficial to me and what I wanted to do with my life.” Kelly plans on keeping her current job and then transferring into a community college. “I’m going to continue on my road with Starbucks as I start in community college, and then transfer somewhere else and become a dental hygienist.” Kelly also sees CHSPE testing as an opportunity to start life earlier than others, commenting, “School isn’t for everyone, so I feel like [testing out] benefits me. This just allows me to get started on my goals earlier in life instead of wasting time.” For Kelly, the CHSPE has helped her get closer to her career.

Aside from students taking CHSPE to start a new chapter in their lives, CHSPE also has other benefits for students. The best person to talk more about this is the counselors. Ms. Ronkainen explains other benefits from CHSPE: “There are a variety of reasons students might wish to take the exam; they may have a need to work to support their family and leave school early, or they may have been homeschooled and feel ready to attend college. Some students may fall behind in credits, and because graduation is unattainable, they will study for the CHSPE to move on to work or school. Some students have a hard

time in high school and stop coming. If they have the skill set, the CHSPE can be a good option.” Not having enough credits to graduate might be an issue for some students, and the CHSPE can be the solution to those students who are struggling to move on from high school.

Although CHSPE is offered to all, it also has some drawbacks to it. Ms. Ronkainen goes on to explain, “If a student is going from school to work, there are some employers who are not going to be as impressed by a CHSPE as they would be by a regular diploma. The application may not ask outright if you graduated, but in an interview, it could come up.” She also explains how this might affect those who intend on moving out of state. “The CHSPE is only recognized in California, so if someone moves to another state, they cannot say they have a diploma equivalent.” Ms. Ronkainen also explains what alternatives students take to resolve this. “Sometimes, students will take the CHSPE to move on from high school, but then later take the GED if they plan on moving out of state.”

Overall, CHSPE is an option for those who have a concrete plan or for those who need this exam to make it through high school. It is also an alternative for those who might not have enough credits to graduate; with this program, they can focus their time on passing CHSPE and receive the certificate of proficiency. If you are not 18 years of age (or older), a parent or guardian must sign for you granting you permission to stop attending school. High school is not for everyone, but CHSPE can be a logical alternative solution.

Great Expectations (cont.)



kind, for maintaining the fun and safety of the event. Mr. Reibenschuh, who was present at prom, reported, “Well, we always want to have a building that’s secure, and control over who comes in and out so people can’t leave without permission. We have teachers on the elevators, security guarding all the doors, and chaperones on the third floor was well.”

Security is just one of the many responsibilities that prom organizers must take on. Most attendees are not aware of how much planning goes into pulling off an event of this scale. The event coordinator for the AHS prom, called SF Proms, works with the Prom Commissioners to work out logistics as broad as parking and transportation and as specific as “tablecloth covers,” Disha Kurane (12), Prom Commissioner, reported. “And lighting. I don’t think most people realize all the small details we have to think about.”

ASB too must contend with people’s sky-high expectations for the night. “Our school has really liked going to nice places in San Francisco or Oakland. It has become really, really competitive to try and get venues in the Bay Area [as we are] competing with other schools’ proms, and weddings,” stated Mr. Fulton. “Usually we have to book a year ahead. I think we had this location, the Scottish Rite, booked last January.”

People’s lack of awareness about the realities of prom planning means expectations can climb too high. Mr. Fulton continued, “Last year [people were complaining] about prom being in between

AP weeks, but that’s not in our control [since we book so far in advance]. Prime dates are not always available.”

Many people also took issue with the ticket price, which was higher than it had been in previous years. “I could afford a ticket, but I thought it was way too much. I know a lot of my friends felt the same way,” said one senior.

But Mr. Fulton reports, “We charge a little underneath the actual cost per person for the first week...it’s only the actual cost per person by the end of the three weeks. Part of the cost is the venue, the DJ, the security, decorations, photo booths...This year, a big part of that cost is the full sit-down buffet dinner.”

But for those for whom cost was prohibitive, Mr. Fulton states, fee payment plans were an option. This was one of several ways that prom this year made efforts to be inclusive to all. One survey respondent stated that they felt especially included since “I was fasting [for Ramadan] so [organizers] set food aside for me.” Others appreciated that American departs from the tradition of naming a Prom King and Queen, stating that it makes the event more inclusive. Joshi stated, “I’m really glad AHS doesn’t have that tradition. It creates a hierarchy and a lot of pressure to be popular.”

As is the case with any undertaking that people care deeply about, prom was both widely praised and roundly criticised. A survey revealed that attendees took umbrage with aspects as diverse as the rain, the food, the music, the strobe lighting and the very

idea of prom itself. (“Hated it. Just horrible,” one survey response reads.) But those who enjoyed prom raved about the very same location, food, music, and company that others maligned. (“Prom was an incredible night and I will treasure it for my whole life!” another response exclaims.) Dealing with such high expectations and so many vividly imagined fantasies of what prom should be like, every individual responsible for coordinating prom must accept that there can never be a perfect event, and it is impossible to please everyone.

Besides, American’s prom environment already reflects a level of good fortune that is far from universal. “I didn’t attend my own high school prom,” contrasted Mr. Howard. “Since I went to a poor high school with a lot of gang violence.”

So for all of us reminiscing over prom or planning for future years, it might serve us well to adopt reasonable expectations and a sense of gratitude for this rare opportunity to enjoy the splendor of fine clothes and a gorgeous location. As senior prom commissioner Justine Lee stated, “It’s one night where you really shouldn’t have to stress about tests or homework but just enjoy yourself and your friends’ company.”

Indeed, as we grow older, the responsibilities upon us will be much greater than simply having a good time. So if you do choose to attend prom, relieve yourself of the burden of expectation, forget the fantasies, and simply let yourself be taken into the magic that is reality.

A Letter to My Little Brother

To Be Read During Your College Application Season

By the time you read this letter, six years have flown by. I can't imagine what kind of young man you have become and how our relationship has changed as we become thousands of miles apart.

I have been thinking a lot recently, especially as I am right about to graduate from high school. My thoughts toward college applications are still a bit in a jumble, but they have slowly unraveled themselves in the last couple of months.

I want you to first and foremost know that doubt is normal. Coming into the college application process knowing virtually nothing, I wrestled with the notion that I didn't know enough as my friends who threw around terms like "liberal arts" or talked about the special programs some colleges had. This doubt would continue as I struggled with trying to represent myself through writing, with the harsh critic within me telling myself that my essays weren't good enough or that I wasn't producing essays as quickly as I should. When writing these essays, I questioned who I am as a person and what I want others to know about me.

This isn't to say that writing essays is without joy. I find it healthy to reflect about myself and the values I have come to embrace over the last seventeen years. I enjoyed pondering about the disparities around me as I tackled questions like "What is the most significant challenge that society faces today?" I was also excited when I researched colleges and opened a world of intriguing courses and intellectual candy. Each college prompt revealed a bit of the personality of the college and what they prioritize within a person, and my understanding of myself and the world heightened with each essay I wrote.

Remember that your number one job is to represent yourself to the best of your ability. Thus, if a college chooses you, it is because they want you and not an alternate form of you. Do not fall into the temptation of allowing the distant force called "college" to set the rhythm of what you choose to do within high school or how you represent yourself. Build your application around who you are rather than build who you are around your application.

Patrick, remember when I received my first rejection from what I thought was my dream school at the time? You had bought me a sock advent calendar. Each day, I would open a flap to a new set of Harry Potter socks, with the final sock to be opened on decision day. When I received my rejection that day, I seemed like a strong older sister. No tears flowed. I had sent an email to the admissions officers, thanking them for allowing me to share a piece of me with them despite being rejected. What you don't know is that, prior to opening the rejection letter, I had spent my lunch crying in a classroom as anxiety welled up inside me.

Understand that you are so much more than a profile or a compilation of numbers for people behind closed doors to judge. You are comprised of so many facets and stories, many of which are never fully expressed within the confines of word limits. Understand, also, that a college is not a rubber stamp to validate or reject any of the actions you have made. The impact you make in high school does not cease to become meaningful with rejections. Similarly, the impact you make does not suddenly heighten with acceptances. College acceptances, or a lack thereof, are not golden calibers to distinguish right or wrong or to determine whether your high school experience was "worth it" all. Strive to be prouder of the impact you make at American High School and the growth you have undergone than any "Congratulations" a college gives.

The few months after my first rejection was a season of internal turmoil. Being someone who operates on feedback and who could not pinpoint what got me rejected in the last application I submitted, this lack of understanding plagued me for months. Yet, another part of me felt at peace in knowing that I gave it my all so I did not have to subject myself to a tornado of "what-ifs" and "could-haves."

In March, I got into a college I would never have dreamed of getting into. I was setting up for our school's Lip Dub and decided to go to the bathroom to check the decision in privacy. When the word "Congratulations" lit up on my screen, I was beyond elated. Exiting the bathroom and looking at the hard-working people around me, I was reminded that this acceptance is not solely mine.

Do not think that you are unworthy of any of your acceptances, but also do not delude yourself to think that you are wholly deserving of them. Remember that any of your acceptances, or accomplishments for that matter, will never be a reflection of only yourself. They reflect the support that staff, community members, peers, family members, and God have given you as much as your own hard work.

I want you to know that my proudest moments are not when the word "Congratulations" lit up on my screen or when I received my acceptance packet. When I think about my proudest moments, I think about the excitement my lab group and I felt when we reached absolute zero in chemistry class (the temperature probe was broken) or how much my writing has improved over the last couple of years. I think about when I came to terms with my B+ in math class, knowing that I chose integrity over a letter grade. My proudest moments are when I strengthened myself, others, and the community. My proudest moment is when I taught you how to tie your shoes.

Patrick, I know the college application season is stressful, and I think part of the pressure comes from the fact that college is the first time most of us have had our educational opportunity tied to a direct sense of merit. Yet, I caution you against basing your worth off an imperfect system that will never be able to capture the entirety of who you are and account for the opportunity gaps within our society. Who you have become over the last seventeen years is more important than the college you get accepted into. Each opportunity you immerse yourself in and each skill you develop builds you up as an individual, allowing you to be an asset in the experiences you encounter.

Remember that you spend four years in high school, and likewise, you spend four years in college. Do not discount your own power by believing that your ability to learn and to make an impact only begins once you are in college. The influence you exert is a compilation of the daily, individual decisions you make on a daily basis. College is a stepping stone and not an end goal.

I wrote this letter to you to let you know that I am with you and that you are never alone in any struggles in life. No matter if you get accepted to all of the colleges you apply to or none, know that I will always love you.

You got this.

Pallas Chou | Guest Contributor

This month's top stories
Vyoma Raman (Editor-in-Chief)

MAY HEADLINES

Alabama Abortion Ban Backlash

On Wednesday, May 15, Alabama passed the Human Life Protection Act, a bill that bans abortion at any stage in a pregnancy with exceptions in the cases of ectopic pregnancy, lethal anomalies within the child, or serious health risks to the mother. The ban would make it a felony to provide an abortion, jailing doctors who do so for up to 99 years. It goes into effect starting November 2019. While embraced by some, the statute has caused outrage from pro-choice activists and concern from conservatives who desire exceptions for rape and incest. Planned Parenthood and the ACLU filed a lawsuit on Friday, May 24 alleging that the legislation breaks Supreme Court precedent and violates women's right to reproductive freedom.

Theresa May Resigns

UK Prime Minister Theresa May announced that she will resign on Friday, June 7 following several failed attempts to come up with a deal with the European Union before Brexit. Her statement, which she delivered in front of 10 Downing Street on Friday, May 24, was both lauded for its humbleness and criticized for its hypocrisy. Several spokespeople from other EU countries have expressed concern that May's departure will result in a no-deal Brexit, endangering the global economy. Several candidates are already competing to replace her, including former foreign secretary Boris Johnson. May will remain in office until the new head of the Conservative Party is selected, most likely by July.

New Haven Unified School District Teacher Strike

New Haven Unified School District teachers went on strike starting Monday, May 20 after salary negotiations proved unsuccessful. The teachers are requesting a 10% salary increase over the next two school years, and the district's counter-offer is 1% for just next school year and a single 3% bonus. It also is offering a permanent 0.5% salary increase if it receives an additional \$1 million in revenue or a permanent 1% increase if it can get an additional \$2 million.

Parents and teachers held picket lines and marches to increase pressure on the district, and meetings between the district and the union commenced on Wednesday, May 22 to move back to the negotiation stage. A neutral report suggests that the district currently has the capacity for a salary increase of up to 6%, which falls in the middle of both offers. As of the writing of this brief, there has been no resolution.

NASA Unveils 2024 Moon Mission Timeline

NASA has revealed a plan to return Americans to the moon. The Artemis program, sequel to the Apollo missions, contains a series of launches culminating in a moon landing by 2024. 2020 will see an unmanned mission circle the moon, followed by an orbit with crew in 2022 and a 3-person mission that will put the first woman on the moon in 2024. In ad-

dition, NASA is contracting private space companies between 2022 and 2024 to launch supplies for a lunar station called "Gateway" that will be built in preparation for the moon landing. This mission comes after a push by President Trump to revitalize the national space program before the end of his potential second term.

Charles-Westbrook Feud

20-year-old beauty vlogger James Charles lost 3 million followers on Youtube after former friend and fellow vlogger Tati Westbrook posted a segment on Friday, May 10 criticizing his conduct. Westbrook had mentored Charles when he first entered the online beauty industry, and one of her tenets is to not endorse brands. In April, Charles filmed a paid ad for SugarBearHair, a beauty supplement brand that rivals Westbrook's own company Halo Beauty. Her video response alleges that Charles is an ingenuine and manipulative person, betraying her trust and friendship and acting in ways that have caused heterosexual men to question their sexuality. Fans have rallied to support both sides, but Charles is on a downward spiral.



Credit: Time



Credit: The New York Times

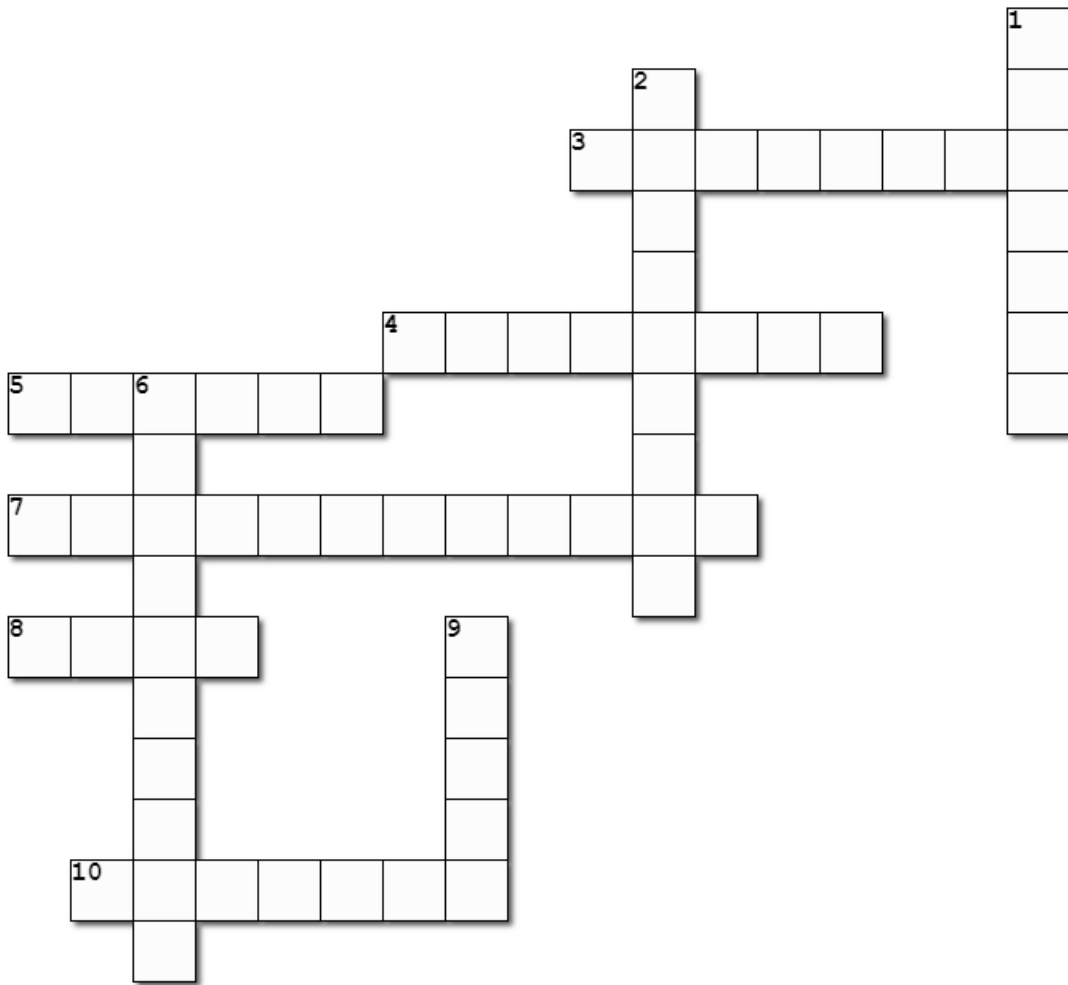


Credit: Phys.org



Credit: ABC 7 News

This American High School Life



Down

1. Glad those two weeks are over!
2. Last name of reigning Jeopardy champ
6. WA legislators approve human _____
9. AHS's first _____ week 5/20-5/24

Across

3. SCOTUS case targeted by recent bans
4. 5/24 upperclassman tradition
5. Royal baby first name
7. Biggest loser - 3 million subscribers
8. Before the Last Petal Falls
10. No _____ spoilers!

What Sports Teach



Tanya Chettri
Guest Writer

From 3:00 to 6:00, what do you do? Some people hang out with friends. Others study. Many people are on a sports team, which can take up lots of time. Practices, games, and tournaments are lots of fun but are huge wasters of time. As an athlete, you want to succeed in sports, but as a student, you want to excel in academics. But to succeed in anything, you need to put in the effort. But effort takes time, which is a limited resource. How could someone balance school and sports? Why would someone do sports over clubs? What do they teach? Well, sports teach us how

to manage our time better. If you leave home at 7 and get back at 6, you have to be able to get things done on time. You need to finish your homework, eat dinner, study for tests, and get ready for the next day. Sleep is an especially important thing for the body's health and recovery. It has been scientifically proven that there is a direct relationship between the amount of sleep and feelings of stress and depression. If your body is not given the time to recover from the day, it won't be prepared to deal with the next day. Scholar athletes need to be able to complete these things before a certain time to ensure a perfect balance. Therefore, we may have to sacrifice some free time. We may not have as much time to socialize with friends. However, this situation simulates a day in the life of an adult. Adults have to be mature in their decisions on how to spend their time. They need to take

responsibility for their actions. Sometimes, they need to make sacrifices. Participating in time-demanding activities will instill these values in high schoolers and will teach them how to live a balanced lifestyle. Math class teaches you calculus and how to use the Pythagorean theorem. History teaches you about kings and the wars they fought. In the process, these classes teach students how to apply logic to solve problems and how to develop a good memory. Similarly, sports teach athletes life lessons. Volleyball taught me how to pass, set, and hit a ball. But my experiences in the team taught me how to be confident and passionate. It gave me something to believe in and fight for. I made mistakes, I shook them off, and I learned from them. My team supported me through my journey and taught me to never give up. Movies like Rocky only grasp the true feelings an athlete

has when they reach their goals. While the taste of defeat is bitter, success is truly worth the sacrifices athletes make to reach their goals. It is important to know that you can learn something from anything. Sports are very competitive and push people to be outside their comfort zone. It gives you a home away from home, a family inside the school. However, it is interesting to note that team sports and individual sports teach athletes different values. Feeling bold, I decided to join the track team this year. Although the practices were very hard, everyone bonded over the sweat. I gained a stronger sense of independence and competitiveness. While there were a few team events, track is mainly an individual sport. As a runner, you have to be mentally prepared to face your opponents, especially when they're from your own school. Volleyball, on the

other hand, gives players a sense of interdependence. We had to learn how to work together smoothly to ensure that the ball never touched the floor on our side of the court. The sport gave us respect for each other. Regardless, sports spur on character growth and allow athletes to become more mature. I can not express in words how happy I am to learn so much from sports. I've gotten the chance to befriend many interesting people while doing something I love. I try to apply what I have learnt to everyday life. While the journey seems tough, the destination makes it worth the hard work. I strongly encourage people to try out for a sports team next year. The amount of things sports teach players will be carried on for life. I am looking forward to next year for American High's athletics (and ready to become number one in the league)! GO EAGLES!!

Life at AHS

**"The AP exams have passed,
let's give the students a break"**

AHS Teachers:



**studying for
finals**



**editing grades
on School Loop
to see how
badly you can
afford to do**

when the brunch bell rings and you
need to use the restroom



**Despite all this, we hope you still had
an amazing school year! Have a great
summer, Eagles!**

Faces of AHS



"I hope to learn how to socialize with adults. Recently I have been facing this issue. I have been working at American Swim Academy. Everyone who works there is an adult. It has been a bit of an awkward situation for me. I have always seen adults as people with higher authority than me. Now, we are all at the same level."

"Best time of my life would be right now because yes there is stuff and stress from high school but my friends and my family where we are right now I'm happy with it. I wouldn't change anything; who my friends are I wouldn't want to change that. Don't trust people right off the bat, like if you talk to each other 'yeah we're pretty close' like 'hmm.' Don't trust them until you fully get to know them. Being too big-hearted like 'Here's my heart take it' just for it to be crushed. Or being close to someone like 'yeah we're pretty close' and they're like 'Oh I don't really like you' it's just like 'oh okayy.'"



"People change in high school. The world is four times bigger here than in junior high so I've had to adapt to friends changing and perhaps drifting apart. Stability is a huge comfort for me so change is really hard to get used to. I know I struggle when something goes awry from normal so it's a pretty big thing that I still worry about. Sometimes it feels like I'm being left behind. Over the course of this year though, I think I've come to accept that change is necessary to grow as a person so I hope that I'll be able to meet the unexpected head-on by the time I graduate."

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