

SROs, Schools, and Statistics

Exploring an issue often overlooked in the discussion about race and justice.

Lisa Yeung
Staff Writer

A young woman and prior student of Mission San Jose High School looked on soberly into the camera as she recanted a long buried experience of abuse. Charts and statistics were flashed onto the screen. Words were thrown around. Many words that had been brought up repeatedly in the summer—inequality, oppression, race, disparities, justice, policy, were brought up again. There was a subtle feeling that something historic was happening, quiet but long needed changes being made in a nation still hurting and reconciling with its past. The horrifically graphic George Floyd video, the Black Lives Matter movement, the thousands that marched earlier all led to this meeting, a peaceful discussion with a presenting group and viewers over police, particularly Student Resource Officers in schools.

As time went on, it became clear that the group had mostly reached a consensus through their investigation. The pile of slides and charts resulted in the conclu-

sion that Student Resource Officers should not be in schools. Sure enough, a few days later, Student Resource Officers were officially taken out of FUSD schools, following in the steps of many neighboring school districts. Yet questions still remained on various subjects—the full scope of what the group’s investigation had uncovered, the significance of the group’s work, and why the district would have to take such a drastic action. To answer that, I asked three people deeply involved in this issue.

Everyone in this group had different perspectives and roles in the issue. Presenter Kavin Goyal (11) was in the data taskforce on SROs and believes that the local data was too poor to judge SROs as being automatically good for students. Discussing his experience analyzing both nationwide and local data, he stated, “We had a whole discussion whether we needed national or local data. We all came to the conclusion that you know, there really needs to be strong local data supporting SROs if pro SRO people

are going to make any arguments. The national trend is that SROs are a problem. Fremont hasn’t proved itself to be an exception to such a national rule.”

Presenter Benjamin Tarver (11) is a youth representative for GENup Fremont and believes that the “black and brown students are adversely affected by a SRO presence on campus” and that “rosy anecdotes” about SROs do not cover the full picture. He says “he’s heard personally from people who have had negative personal experiences with SROs” and “it’s pretty disappointing.”

Math and Statistics teacher Mr. Anderson cited his experiences as a parent, stating that though he is “on the fence,” he “feels safer with SROs on campus for his kids.” Adding onto the safety issue, he cited the possibility of fights, especially “big fights, with multiple people” and the further problems lack of an SRO in this situation could cause. He also seemed to contradict Goyal’s point that SROs in Fremont could still be an issue, stating “I know that some of the arguments were about

how blacks and hispanics and special ed students are disproportionately treated/arrested by police, I just don’t know if that’s really an issue at our school.”

Much of the investigation’s evidence centered around the racial disparities in students being penalized by SROs. As part of the presenting group, both Benjamin Tarver and Kevin Goyal both felt that the evidence had overwhelmingly shown disparities in how minorities are treated by SROs. Explaining their position, Goyal stated that there is “an intense disparate impact on black and latino students” with such students in FUSD being “referred to law enforcement in school...at a disproportionate rate of ten times the population.” Goyal also emphasized “We can’t allow an SRO to fuel this school to prison pipeline any longer,” referring to a theory in which students (often minorities) given overly heavy penalties for small offenses in school end up incarcerated in prison as adults.

In contrast, Mr. Anderson found the meetings “frustrating” and that the data was “a little biased” because it had been taken and gathered so suddenly. Due to his experience in working with statistics, he felt that the argument over minority children being arrested more should include “data showing what they were arrested for or what led to those things... more comparing

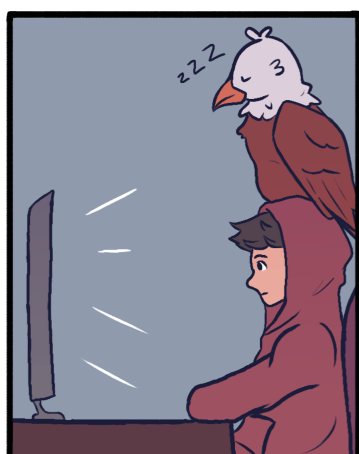
apples to apples, showing what they were arrested for and maybe some data showing people who did similar things they weren’t arrested for.” He also pointed out that the movement had started “in the summer” and was solely based “in the shadow of the Black Lives Matter movement.” Though Mr. Anderson supported the Black Lives Matter movement, he felt that the changes being made did not give enough consideration to school life and school safety.

Another large part of the investigation’s evidence centered around the large cost of having SROs and the state of mental health services in school. Benjamin Tarver highlights that SROs cost the district “around 800,000 dollars for three officers” each year “plus benefits.” Going into the report data, he highlights that “a data table in the report examines the amount of counselors, nurses, psychologists, social workers, and behavior intervention specialists that are recommended per some number of students and how many FUSD has in reality and it’s discouraging to see how FUSD is, in many respects, lagging behind in terms of how many professionals could help with student mental health and behavior.” Responding to a common misconception, he stated “that SROs are needed on campus in the event of

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Chilly Autumns

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Gender? I Hardly Know Her!

Advice with Bee!

Bee Chaudhary

Staff Writer

Content Warning: I will be talking about gender dysphoria in this.

Hi everyone, I'm Bee! I like whales, soup, and snack food. I'm also part of the LGBT community! I identify as non-binary and use he/they pronouns, which is very comfortable for me. Of course, that doesn't mean I'm androgynous, which is completely ok! You are allowed to express yourself however you think feels right. That's the whole point of gender expression.

Before we get too far into things, here are some definitions which will be helpful. Don't worry if it's confusing at first; it's a lot of new information.

Gender dysphoria (noun): the feeling of not having your gender assigned at birth not match how you see your gender

Cisgender (adj): when someone identifies with the gender they were assigned at birth

Non-binary (adj): when someone identifies somewhere in-between the gender spectrum

Agender (adj): when someone identifies with having no gender or not fitting in the spectrum at all

Don't feel too overwhelmed with all of this right now, it will be defined again later just in case.

"How long did it take for you to figure your identity out?"

For me personally, it took a long time. I never really felt like a girl in my head, but I just recently acknowledged that feeling. I never really felt like a boy either, but I'm comfortable being somewhere in the middle. It did take me 3 years to get to this point, but this isn't the same for everyone. Some people figure it out right away, and for others it takes some time. You're allowed to take your time, especially with big things like this. Figuring yourself out is like a big puzzle, and rushing is only going to make you frustrated.

"How do I know that I'm not cisgender?"

That's really up to how you feel. Being cisgender is when you identify with the gender you were assigned at birth. It's helpful to experiment, especially if you're not sure of yourself. You can just experiment with different pronouns to start, and then take it from there. Of course, there's more to it than just pronouns, but how you go about that is up to you. There are different types of gender dysphoria, which are all experienced differently. There's social, mental, and physical dysphoria, which are all different but still indicators that someone might not be cisgender. Gender dysphoria is when your gender assigned at birth doesn't match the way you feel. It might be through the way your body looks, the way your mind perceives you, or through how other people perceive you. Of course, how you figure all of this out is up to you. I personally started with pronouns and then realized I'm not a girl, but you can go in any order you want.

"How do I figure out my pronouns and how do I get people to respect my pronouns?"

For pronouns, you just wanna try things out and see what you like. You can try the standard pronouns like she/her, he/him, or they/them, and then see how you like those. If you don't like any of those, you can always try neo pronouns, like ze/zir. However, if you use neo pronouns make sure to be respectful with which ones you use. There are ones like BLM/BLMself and fae/fae-self which are disrespectful to different cultures, but that doesn't mean you can't use neo pronouns. Just be careful which ones you use, and make sure that they aren't going to be disrespectful to different people.

When people aren't respecting your pronouns, try to be upfront about it bothering you. If someone is trying and they accidentally slip up, you can always

gently correct them or see if they correct themselves. I personally try to make my pronouns clear when I first meet someone, so they know before they get into a habit of using the wrong ones. Of course, if someone you've known for a long time slips up you can correct them and remind them. It's best not to be rude or mean about it unless someone is misgendering you on purpose, then I'd say handle that how you want to. When using new pronouns, make sure to give the people close to you in your life some room to grow and learn, as it can be a big adjustment for them.

"What is the difference between gender identity and gender expression?"

These two are commonly mixed up, which can make things much harder for people to understand. Identity is how you identify. For example, I identify as a non-binary, bisexual person. Expression, however, is how you feel represents you as a person. For example, expression would be me binding my chest but still being comfortable in a skirt. Identity is how you feel internally while expression is how you present to others. Although they are completely different things, they get mixed up a lot and can be hard to distinguish sometimes.

"Is it possible to be in-between different identifications?"

Of course! In fact, a lot of people are, including me! Gender is a spectrum, and it's possible to be in-between the two ends of it. It is perfectly ok to figure things out and not be one gender or the other, but somewhere in the middle.

"Is it possible for someone to be completely neutral on gender?"

This is also perfectly ok! Some people might find themselves completely in the middle of the spectrum, and some people might find themselves not really identifying with any gender at

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Many Paths, One Decision

Seniors express things they've learned about themselves through the college application process

Elise Kaylor

Staff Writer

Applying for college can be stressful. High school seniors already have the difficult decision of having to choose where they want to go and what profession they want to pursue in life, but the application process itself is exhausting. In addition, how do you make yourself stand out among thousands of other applicants? Seniors have to dig deep and find out what is something that makes them unique, which takes a great amount of thought and self-reflection.

Many seniors found the application process difficult.

Senior Anush Patel mentions how "every aspect of college applications is stressful. But in particular, the process of selecting the colleges to apply to is most difficult for me because you are making decisions that can affect you for the rest of your life."

For Anisha Patel (12), COVID-19 was the main obstacle for her, as it was a sudden and an unexpected change that affected her plans that she set out.

She explains, "Finishing college applications have been especially difficult for me due to the pandemic. It is a long process and it is harder to find time to do it and have them reviewed, especially since I was planning to have my teachers review them. Now, it is very difficult to communicate with them."

There are several things to consider when deciding where to apply. In selecting colleges, students must weigh many factors when choosing places to apply such as whether they prefer a larger campus or a smaller college or choosing between one in a suburban versus urban area.

Anush discovers, "[While looking at different college locations] I learned things

like I'd prefer to stay local in the state of California rather than attend a college out of state. As someone who was born and raised in California, I think it will be harder for me to adapt to a lifestyle in another state."

In the essay portion of the University of California applications, seniors needed to deeply reflect on who they are, what they stand for, and what is important. This led to many personal realizations.

Anush Patel (12), while reflecting on his past, had a revelation that pointed him in a direction for shaping his future.

"I noticed sometimes the small things in life can make a big impact. I realized the things that influenced me. Like, in middle school, I started my own little business selling candy and soda to people. Now, I want to get a business major," Anush realizes.

On the other hand, Anisha Patel experienced a different method of learning more about herself. She learned from her mistakes, leading her exploring new paths.

"I have actually learned a couple of things about myself. Like first off, I learned that there are many things about me that I didn't deem as important in my life as I would've before. I started to think deeper about my passions and my characteristics to help me seem more well rounded in my essays. I also realized that I would want my future to revolve around my passions. I would rather go into a college or career that I feel good about. I also learned that making myself seem more interesting with curriculums and experiences is not as important as my own personal situations," Anisha mentions.

In another position, Dylan Perlas (12) explains how as

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AHS' FANS OF FAMOUS FICTIONAL FACES

AHS Students and Their Favorite Fictional Characters

Alvin Gonzales, Abigail Manalese, Neha Zope

Staff Writers



"My favorite fictional character is Jessica Pearson from Suits. She's smart, strategic, and organized. No matter what curveballs are thrown at her, she always finds her way out. Despite the biases that dominate her field, Jessica Pearson is able to succeed as a woman of color and get her name on the door, and I really admire that. She's calm, collected, and yet passionate about her work and her dresses are incredible! She's one of the best characters in one of my favorite shows!"

- Saachi Baldwa (11)

"The first [fictional character] that comes to mind is Lucifer [from the Netflix show Lucifer]. Lucifer is just this almighty, powerful character that isn't afraid to talk back and I feel like that's really empowering. Also his life is problematic, much like most of ours, and I feel like it's cool to see [him] work through [his] problems instead of you actually being in their position."

- Kelly Li (11)



"K-On! was [a] really good [anime show]. ... [The show] is just about girls in a band playing music. ... [The characters] just relax in their club, having some problem solving [stuff] and then having fun bonding together doing cute things. Yui [Hirasawa is my favorite character]. [If Yui and I met], we would talk, and then eat cake. [We'd] maybe play some music, eat cake and drink tea."

- Hansol Jung (10)

"My favorite character is Korra from Legend of Korra. I did grow up with both shows, but The Last Airbender ended by the time I was allowed to watch cable, so I grew up with Korra more. It was really cool for me to see a girl, especially a girl of color playing such a cool and powerful role as a child. As cliché as it sounds, it made me realize that I would do whatever I wanted to do. Seeing Korra's character growth from a hot-headed teenager to one that becomes more at peace with herself and her surroundings made her feel so much more relatable than many other female characters in media. Honestly, looking back on it I'm sure I had the biggest crush on her as a kid."

- Shree Sathyan (12)



"I really like Spiderman. I like his backstory, for instance he is kind of an ordinary person, who is a student, just like I am and his stories also are more normal ... when he is not being Spiderman, he goes to school and he does normal student things so I really like that about him... Also, I really like how he deals with situations, his problem-solving and the way he goes head-first into situations, where he doesn't hesitate, I like that about him. I really like his actual personality, when he is with his friends, he is more introverted but when he has a responsibility, he just goes for it."

- Amani Shah (11)

"[My favorite character] is Edward Elric from Fullmetal Alchemist. He is my favorite character because of his character development and how he is drawn and animated. I also really like his personality. He is inspiring because of the way he acts, personality wise, and his kindness. He inspires me to be nice and also in confidence too. I liked his backstory and how he sacrificed his arm and his leg to save his brother's soul, which he bounded to a suit of armor he saw near him by drawing a symbol from his blood. I also liked the very last scene of when he was facing the Gate of Truth again where he sacrificed his alchemy powers to save everyone and he did save everyone. [He taught me] that protecting the people you love is more important than having your powers."

- Isha Damle (12)

"My favorite fictional character is actually from anime [My Hero Academia] and her name is Uraraka Ochaco. The reason why I admire this character so much is because she never believes in self-doubt, she is always determined and never gives up on her friends and the people around her, and she just has a really amazing and strong personality. I can actually relate to her a lot. In the beginning, characters evolve a lot, so before, she used to think that if you fail then you don't get up ... she learns that even though you fail, that doesn't mean you are defeated. You could still strive and continue on forward."

- Jianna Self (12)

"My favorite fictional character is Indiana Jones from the Indiana Jones film series. I like Indiana Jones because he is a great combination of brave, intelligent, and funny. He's quick thinking and almost always manages to save both himself and those around him, getting them out of tight spots with ease. Additionally, he often puts others as his first priority and will sacrifice himself to save them. He doesn't like to steal artifacts and keep them for himself; instead, he returns them to museums, where they belong, and doesn't use them for monetary gain. Overall, Indy is a great hero because he has a good heart."

- Isha Medikonduru (12)

AHS Leadership—Setting Sail Against the Waves of At-Home School

Leadership students describe their experiences creating school spirit events for students at home

Abigail Manalese
Staff Writer

Students around American High School are almost always left wondering what their peers are doing around the rotunda or inside the Student Activities Center, whom many refer to as SAC. There will often be flyers, balloons, colored construction paper, and other various decorations sprinkled about the connecting hallways. These signify American High School's spirit events for their students, like Love Eagles Week, where students are encouraged to show love for their community and fellow peers through card-making, going out with friends, or showing special appreciation to staff members and teachers. The people who lead these events are not staff members or teachers, however, but fellow students who are a part of American High School's own Leadership class. This year however, has been very different for the students who have been leading them, especially those part of the Activities (formerly Lunchtime Activities) and Community and Public Outreach (CO/PR) committees.

The Leadership class is made up of nine committees with approximately four to ten people in each. The nine committees are Activities, Athletics, Clubs, Community and Public Outreach (CO/PR), Merchandise, Publicity, Rallies, Recognition, and Videography. All play an integral part in producing events for the student body, and many have had difficulty in garnering student participation through distance learning in 2020.

The Activities and CO/PR committees are responsible for coming up with fun, creative activities and ideas for the student body to partake in. Over distance learning, these mean things

like Instagram templates, charity bidding events, and more. The Activities committee in particular has gone through the largest change of all, with their responsibilities before distance learning limited to the 30-minute lunch period and smaller activities like making friendship bracelets outside of SAC. Now, they are responsible for coming up with nontraditional activities that students can do at home during traditionally in-school events like Freshman Week and Halloweek.

The Activities committee has two co-heads, Aditya Gupta (10) and Rishi Matkar (11). Gupta has been in Leadership since his freshman year at American, serving as class president for both his freshman and sophomore years. He has expressed some difficulty in coming up with ideas for the student body becoming more involved during distance learning, but one idea struck him and his committee as they were discussing student participation.

"We realized a great way to get people involved would be through getting the staff and teachers involved. Usually we try to think of fun games that they can do. Sometimes games from Youtubers we know, or just fun party games" said Aditya Gupta (10).

Contrasting Gupta, this is Matkar's first year in Leadership and did not expect the change in the committee itself. Matkar himself has not been very involved in the class prior to this year, but was able to observe others in the past during in-person school days.

"Going into this committee, I assumed that it would be lunchtime activities like how it was originally supposed to be. Which based off of what I've seen, we'd usually just be the ones to play music at lunch or host

some sort of activity to get students involved like costume contests. But this online version, in my opinion, seems like a lot more fun because it's much more involved in a way," according to Rishi Matkar (11).

The sentiments of surprise and fun are further expressed in Activities' general members, including junior Joshua Bascos.

"For Halloweek, we got way more participation than we thought we would, and that was really good. Since it was through Instagram templates, it was pretty accessible to people. So participation has been pretty nice," explained Joshua Bascos (11).

Since then, the Activities committee has been planning monthly games between staff and students, which they have dubbed "Ca-Cawntests". The committee releases Google Forms to students who would like to play with staff members, and loopmails any willing staff to participate in some of the games. According to both Gupta and Bascos, the school has been able to get much more participation out of the student body than they had initially thought they would, thanks to the inclusion of teachers partaking in their events.

The Activities committee may have changed from their original purpose of lunchtime activities, but they are continuing to come up with more school spirit ideas for the student body to participate in even without being at school. These have ranged from the Ca-Cawntests, to Freshman Week, to Halloweek and Spirit Week, and many others. Activities is not the only committee planning these events, as CO/PR is also responsible for plan-

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Fall Into Foods

American High School students share recipes for Thanksgiving

Elise Kaylor, Nivi Arun, Natasha Rodriguez
Staff Writers

Easy Mac 'n' Cheese Recipe

"Usually my family invites family friends to come to join us for Thanksgiving and from teens to babies they all love a simple Mac and Cheese dish"

- Jamiee Nguyen (12)

Prep Time: 5 minutes

Cook Time: 15 minutes

Ingredients:

- 8 oz elbow macaroni (uncooked)
- 2 tbs butter
- 2 tbs all-purpose flour
- ½ tsp sea salt
- ¼ tsp garlic powder (optional but recommended)
- 1 cup whole milk
- ¼ cup sour cream or Greek yogurt
- 2 cups shredded cheddar cheese

Instructions

- 1) Mix flour, sea salt, and garlic powder together in a small bowl. Set aside.
- 2) In a medium saucepan over medium heat, melt the butter.
- 3) Add flour mixture and whisk to combine.
- 4) Cook for 1 minute until mixture is slightly brown.
- 5) Add 1 cup milk and whisk until the mixture is smooth.
- 6) Add sour cream (or Greek yogurt) and whisk until smooth.
- 7) Cook on medium-high heat until the mixture is thickened (about 3-5 minutes). Do not let it boil.
- 8) Once mixture is thick (sticks to the back of the spatula), reduce heat to low and add cheese. Whisk until cheese is melted and mixture is smooth. Taste and add more salt/seasoning if desired.
- 9) Add cooked pasta to the pot of cheese sauce and stir until the sauce is evenly distributed.
- 10) Let the mac and cheese cool for 3-5 minutes or until the cheese sauce has thickened a little bit and sticks to the noodles. Serve warm!

Pumpkin Pie Recipe

"I can eat pumpkin pie every day"

- Dante Dy-Liacco (12)

Cook Time: 60 minutes

Ingredients:

- 2 large eggs plus the yolk of a third egg
- 1/2 cup packed dark brown sugar
- 1/3 cup white sugar
- 1/2 tsp salt
- 2 tsp cinnamon
- 1 tsp ground ginger
- 1/4 tsp ground nutmeg
- 1/4 tsp ground cloves
- 1/8 tsp ground cardamom
- 1/2 tsp lemon zest
- 2 cups pumpkin pulp purée (from a sugar pumpkin)
- 1 1/2 heavy cream or 12 oz can of evaporated milk
- 1 good pie crust (chilled or frozen)

Instructions

- 1) Preheat your oven to 425°F.
- 2) Make the filling: Beat the eggs in a large bowl. Mix in the brown sugar, white sugar, salt, spices—cinnamon, ground ginger, nutmeg, ground cloves, cardamom, and lemon zest.
- 3) Mix in the pumpkin purée. Stir in the cream. Beat together until everything is well mixed.
- 4) Pour the filling into an uncooked chilled or frozen pie shell. Bake at a high temperature of 425°F for an hour.

Snickerdoodle Cookie (recipe makes 36 cookies)

"I love baking these cookies because during the holidays I used to make them with my sister and it was one of the few times we've really been able to bond. These cookies also remind me of my childhood and simpler times"

- Sakshee Parekh (12)

Ingredients:

- 3 cups all-purpose flour

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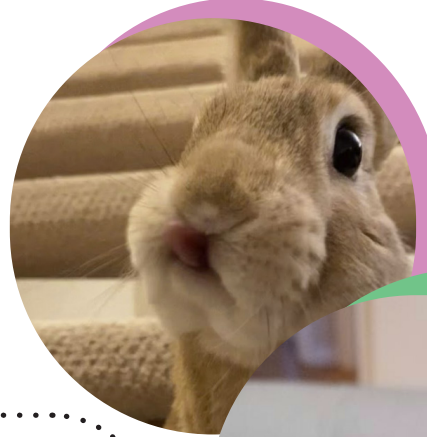
THE CHAOS THAT COMES WITH HAVING PETS

Students share stories of their pets getting into all sorts of trouble

Akari Che
Staff Writer

"So one time, I spent an entire day building a paper model of the Eiffel Tower and my cat, being the cat she is, decided she was more important than the Eiffel Tower and with one fell swoop, she knocked over the tower. She jumped on it and started attacking the tower and ripped it apart. Then she hopped onto the stand and replaced the tower with herself. And when I walked in, I saw the destruction and then her on the stand acting all cute and stuff. It was not a fun day."

- Ethan Ling (12) (Owner of Jessie the cat)



"I lost him in the backyard and I was panicking because, you know, I had that other bunny problem. And so I ran to the other neighborhood and I was like 'Oh my gosh, where is he?! I lost him!'"

Then my dad went to pick up the mail and my bunny was laying down. In front of our door. He was enjoying his time while I was panicking in the backyard. And then he was like, 'Oh yeah. Oh he opened the door in front of me?' and then he just stepped inside. He was like dusting himself off as he hopped in. Oh my god, I was like 'What?!' He literally ran from the backyard to our front door. He was just laying there, chilling."

- Wenchai Lai (12) (Owner of Buttermilk/Bummy the rabbit)

"So, when we were first looking around the pet store we got him. We know people that worked there, so they let us handle a couple of them while we were walking around looking at things. And we weren't actually planning on getting him, but we loved him right away."

My dad was holding him for a little bit and he climbed up my dad's arm and then sat on top of my dad's head for the rest of the trip [back home]. He just climbed up there. I think one time he fell off, but my dad caught him."

- Sierra Dellenbaugh (10) (Owner of Fred the chameleon)

Wrestling without Contact

AHS wrestlers struggle to adapt to the idea of potentially losing a season due to the pandemic.

Renee Cheung
Staff Writer

Wrestling. A grueling high school sport that requires constant contact and hand-to-hand combat. It is not a normal match without the mixture of blood and sweat being mercilessly thrown on the mat as two aggressive opponents fight to win the match. But what happens when wrestlers cannot even get to pass six feet to compete with their components?

Being one of the only high school sports that involves so much skin-to-skin contact, wrestling could be forcefully shut down due to the extreme vulnerability the wrestlers have to the virus compared with other sports. Rishitha Kona (11) who is currently on the girls wrestling team responded saying "I definitely do think that [wrestling] could be canceled. We haven't been doing well with the cases here in the United States in general and wrestling is one of the most contact sports there is so I do think it would be really risky to start wrestling this year, especially how our cases are going [up]." Fremont has noticeably spiked again with new cases, as

9,000 more people have tested positive for the coronavirus from just two weeks. The highly contagious aspects of the coronavirus make it very hard to control a small crowd of people, let alone an entire stadium full of coaches, wrestlers, and parents.

A canceled season in itself is not the only problem that could drastically change the wrestling team; the problem extends further to trying to keep the team alive. Currently, the majority of the team consists of Juniors and Seniors, and without any upcoming representation for the team, there may not be enough new wrestlers joining the team. Joshua Lim (11) states "if the season is canceled and there are no good wrestlers, why would you join the team? If there are no good wrestlers, or if the program is kind of messed up then why would [students] want to join?" Without any new freshmen or sophomores to take over the team, the wrestling program in American High School could very well come to a screeching halt.

For seniors, a canceled season could be detrimental

to them because this is their final year of competitive wrestling in high school, or even for the rest of their young adult life. Rithitha says if the season was officially canceled she would be, "personally very pissed, but understanding, you know it's a pandemic, but because I was injured last year, I didn't get to wrestle that much and so I was very excited for this year because I would be healed by now and I can actually do things. I planned [ahead] and everything with more course lists and stuff, so I would be pretty upset, but I would understand why we won't be able to do it."

The coronavirus and its rate of deadliness are wildly disputed throughout the entire world. While many believe that people should take safety precautions no matter how old or young you are, others believe that the coronavirus is a cold-like virus that is mostly asymptomatic. The CDC has come out to explain that the majority of children and teenagers have either minimal symptoms or are completely asymptomatic (excluding those with medical conditions such as asthma and cer-

tain lung conditions). With much of this new research, many questions are popping up concerning the fact that competing during a pandemic may actually be a new reality.

"There are so many different people you are coming into contact with, depending on how long you last in the tournament. By the end of it, you could have come into direct contact with the blood and sweat of five different people and give the [virus] to other people. I think right now at least, while cases are still rising so rapidly, it's too big of a risk to send kids to tournaments" Sarnobat (10).

Lim also feels wrestling before a successful vaccine is released to the public is too problematic and dangerous stating, "[Tournaments] are pretty messy already, and I mean if everyone had to get tested in order to do one tournament, and then let's say their test results are [from] a while ago, they might have already contracted COVID. It's basically impossible to do that without someone...getting the coronavirus"

While other sports can compromise with practices

and limit space for each person, wrestling simply cannot function without two people coming into contact. With a vaccine that will perhaps not be produced until early next year, wrestling could very well be another activity that student-athletes will lose while sheltering at home.

"AHS Leadership—Setting Sail Against the Waves of At-Home School" cont.

ning events such as Love Eagles Week, Pride Week, the Student Support Circle, this year's election information and much more.

CO/PR is headed by senior Benjamin Tarver, who started his journey in Leadership in 2019. His committee was responsible for the creation of the Black Lives Matter and Pride Month Charity Auction, the Leadership Dare to Care challenge for Lebanon, the election website and many other events.

"It's very different through virtual school because we really have to find new events that grab people's attention, while in

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Holiday Zoomusic

How student-musicians at AHS are adjusting to online settings

Haritha Rajasekar
Staff Writer

The holidays are defined by the reminiscent scent of candy canes, the appearance of gift-wrapping paper, the flashing decorations that lighten the neighborhoods, and, best of all, the sound of holiday music. Whether it be “Jingle Bells,” or Mariah Carey’s “All I Want for Christmas,” holiday music can have a huge impact in creating the uplifting vibrance of the holiday season.

At American, especially, student-musicians play an important role in bringing this music to life and spreading holiday cheer. From the AHS band who performs and competes during the season, or the members of Glee Club who sing at the holiday boutique, music serves to be a substantial aspect of many students’ lives.

Aishwarya Yuvaraj (11), who is a member of AHS Glee club talked about the impact she has seen music have on the people around her.

“Music has a very calming and relaxing effect on people, and, more importantly, it is something that brings people together. Music is always present in any type of occasion that brings people together, like weddings, parties, and especially the holidays. It always brings a positive and happy feeling.” AHS Glee club has been caroling at the holiday boutique every year, so members have seen firsthand the merry atmosphere that music creates.

But, of course, keeping in mind the current limitations brought upon by the pandemic, some find it difficult to enjoy music to its fullest ability through online substitutions. Karissa Rodrigues (12), who is currently in the choir class at AHS, believes singing or performing through Zoom is not very effective.

“I think people might feel awkward while learning and performing mu-

sic over Zoom. Music is something we often do as a group and being isolated in your bedroom and singing a song to a screen is just weird.” Though Karissa is new to AHS music classes, she says that music is one of the only aspects that has remained unchanged throughout 2020 because of the reassurance and warmth it provides.

And as for band members who would typically be immersing themselves in long hours of competitions and performances during this season, Vanini Lamba (11), who has competed with AHS marching band, spoke on how this band season differs from those of previous years.

She says, “By now, we would have done multiple competitions and been preparing for Fairfield, which is the most important competition. The entire marching band season seems unreal, because we haven’t even stepped foot on a field, learned formations, or played together.”

When asked about how the band class avoids a loud and discordant cacophony of sounds over Zoom, Lamba says that it’s difficult to hear her peers play and allow the music to blend as a band; this distance, especially for a band who would usually be bonding, tends to cause members to “feel kind of isolated during Zoom calls.” But, even then, Vanini says that putting an emphasis on holiday music can “lift up the spirits of other people and allow them to feel excited for the holiday season.”

Some student-musicians, on the other hand, have found ways to adjust to the virtual setting. Saachi Balawa (11), an active member of AHS Musical Therapy club, spoke on her recent experience performing for an audience virtually.

As she explains, “It is different over Zoom, but I try to make the best of it. Our club performed for senior

citizens this past month, and we made sure everyone else’s mics were off while one person was performing. It was not the same as performing live, but definitely still a great experience. The seniors enjoyed it too!” The event garnered many AHS performers who brought much joy to the senior citizens who tuned into the event.

So whether we are listening to music through loudspeakers or headphones, the spirit of the holidays is truly encapsulated through those nostalgic tunes, lyrics, and rhythms. Be it through Zoom or in person, music is music, and music is joy. Let’s try our best to spread the holiday cheer this season, with care, with love, and with music. As Aishwarya Yuvaraj, who will be singing in a virtual concert next week says, “[Music] brings the much needed happiness and comfort during these uncertain times.”

“SROs, Schools, and Statistics” cont.

a school shooting, the report cited some data from The Washington Post, that found that out of 237 school shootings examined, a SRO stopped a school shooting in exactly one event.” Tarver also touched on how “SROs in general, they don’t get a lot of hours of training when compared to mental health professionals, who get 1000s of hours of training. SROs get 40 to 60 hours of training a year. The two numbers don’t compare.”

Kevin Goyal felt “simply shocked by how little resources we have for FUSD students” and further explored Tarver’s point on the amount of professionals at FUSD, stating “how in most schools, we have 2000 students or some crazy number to one counselor, whereas the recommended ratio is 700.” Making a similar statement to Tarver’s, he states that SROs “don’t have professional training in mental health counseling.” Responding to the idea of SROs as replacements for counselors, he states “from a logical standpoint, can we really trust a person with a

gun... with a threat of referring [students] to jail, to law enforcement to actually be a good guide for counseling.” Goyal also emphasized “that it makes [students] feel less safe.”

Mr. Anderson is supportive of expanded mental health services, but pointed out that “getting rid of the SROs would not entirely guarantee that the money would help provide mental health services at school.” Unlike Tarver and Goyal, he would like to have both SROs and more mental health services if possible. Asking for carefulness in the process, he called for people to “weigh the pros and cons” of SROs in schools.

Personal and non-policy views on SROs varied from person to person. Benjamin Tarver went from neutral on the issue to negative, feeling that though “I haven’t been personally adversely affected by SROs... for the few who have, there have been a few people that I know that have had very poor interactions with SROs, who just completely blew it as far as ensuring student mental health and well-being is concerned.” Kevin Goyal had a similarly negative view that SROs are simply a “source of authority” and “not great for students to approach.”

Mr. Anderson held a mostly positive view, stating that, “I feel the SRO at our school is great.” However, he also made sure to point out that other schools “might not have SROs that are as good as ours” and that there is nuance in the issue. His counterpoint to the presenters included his thoughts that “actually calling cops out” from a police station in case of issues may ironically result in more students getting criminally charged, as the lack of officers on campus will make the offense “more likely to go on their record” due to the added effort of police coming to the school.

Those interviewed were split on the issue of SROs being removed from school. Benjamin Tarver supported it and stated that “not having been personally impacted... I do have a negative opinion

based on the experiences of others around me who have been adversely impacted by SROs and I’m in favor of their removal.”

Mr. Anderson felt that the whole process was hurried and just because “certain areas of the country are defunding the police, different school districts are defunding the police” doesn’t mean “we should do it here” and that people should follow statistics and context in looking at cases.

Kavin Goyal began to end with a gentle condemnation of “the lackluster mental health resources” and those against the removal. Pausing for a bit, he instead delivered a scathing rebuke of racial inequality, stating, “It is a rhetoric of fear—that cops, people with ‘good guns’ were deterring so-called gangs. Where in reality, they were criminalizing black and latino students on the basis that they looked like gang members. On the basis that they were conducting gang activity.”

“Fall Into Foods” cont.

- 1 tsp baking powder
- ½ tsp salt
- 1 ½ tsp baking soda
- 1 cup white sugar
- 1 cup unsalted butter (melted)
- 6 tbsp milk
- 2 tsp vanilla extract
- 4 tbsp white sugar
- 2 tsp ground spices

Instructions

1) Mix all the ingredients and bake at 330 degrees Fahrenheit for 10-12 mins

Tiramisu

.....
- Alexander Banks (12)

Ingredients:

- 8 eggs (8 yolks 4 whites)
- 400 grams mascarpone
- 200 grams sugar
- A package of Vicenzovo ladyfingers
- Espresso shots
- Cocoa powder (for dusting)

Instructions

1) Leave out ingredients for 2 hours to come to room temp. Add 200 grams of sugar and 8 egg yolks to a mixing bowl. Mix for about 5 minutes on medium-slow speed until it’s pale yellow

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California Propositions: Outcomes, Obstacles, and Opinions

Our thoughts on the most talked about 2020 California Propositions/Elections

Lisa Yeung, Simar Ganda, Darcy Chew
Staff Writers

"I'm also glad to see that Prop 22 passed. After all, it would allow the so-called shared economy to boom in California. A lot of people are so used to the services, such as Uber and Lyft, they provide complimentary services to our existing taxi industry. It also allows people to use their work time in a flexible way to earn extra income. As you know in Northern California, the living expense is very high. It is hard for people to work for one job to support their family. If they are allowed to be contractors instead of employees, they can bypass all those government regulations and use their spare time in a flexible way. I'm glad that it passed."
- Yang Shao (City Council)

"Prop 15, unfortunately did not pass either. Maybe people don't all understand what it's about, because it's for big corporations to pay the same rate of property taxes as the regular folks, all the homeowners. All the homeowners, our property tax rates keep increasing, but these big corporations, they are not paying a tax rate that's up to date, we're losing out on a lot of income, that's reflected on the schools or our cities... Our schools always have a lack of funding, and our cities as well."
- Teresa Keng (City Council)

"I believe that proposition 16 should be approved because of the boost that it could give to groups that are discriminated against. Although I do see that the proposition is very vague in its wording and there is a worry of universities picking students that are a specific religion or sex over someone that has better grades, but without Proposition 16 governments can't talk and fix concerns like systemic racism."
- Daniel Jacob Gatchalian (11)

"Fall Into Foods" cont.
and all the sugar is dissolved.
2) Add the mascarpone and mix on low speed until fully incorporated
3) In a separate bowl beat egg whites to stiff peaks. Add to mascarpone mixture and fold it in until fully incorporated
3) Brew fresh espresso shots, or get them from your local coffee shop, until the espresso can completely cover the ladyfingers you have. Quickly dip the ladyfingers into the espresso, shake off the excess espresso, and place in a flat layer in a deep 9 by 13 container. Then spread an even layer of custard on top. Repeat until you have filled the container with layers of ladyfingers and custard.
4) Place fridge for 24 hours to let the ladyfingers and custard amalgamate. Dust off with cocoa powder and it's ready to be served.

Lee Kum Kee Soy Sauce Chicken
.....
"We don't really celebrate Thanksgiving as much like a typical family would other than being thankful for each other, but I guess I would go with the Lee Kum Kee Soy Sauce Chicken as the traditional family Thanksgiving dish."

- Anais Ng (12)

Prep Time: 2 hours (min.)
Cook Time: 25-30 minutes
Ingredients:

- Rice
- Water

- Whole chicken
- Vegetables of your choice (for nutrients)
- Lee Kum Kee Soy Sauce (has to be this specific brand nothing else!)

Instructions

- 1) Pour Lee Kum Kee soy sauce and water (1 to 2 ratio) into a stock pot.
- 2) Add the whole chicken in the pot and soak the chicken as much as possible.
- 3) Let the chicken marinate for at least 2 hours to make sure the chicken gets all the flavor (overnight is ever better!).
- 4) After it has been marinated, cook the chicken on high heat and bring it to a boil.
- 5) Once the chicken is boiling, reduce the heat to medium heat and let it cook for 25-30 minutes depending on your size of the chicken.
- 6) Turn the stove off once the chicken is cooked.
- 7) Pour the sauce in another bowl to use when eating your chicken.
- 8) Take out the chicken and cut it into small pieces to put on a plate.
- 9) Serve the chicken with rice, pour the sauce on the chicken, and add whatever vegetables you want to add (I like to add bok choy to mine).
- 10) Enjoy!

"Gender? I Hardy Know Her!" cont.
all. Being agender is when someone doesn't have any gender at all; they ran out. Either way is perfectly good

and it is completely up to you how you want to identify.

"How did you choose your new name?"

Choosing a new name is generally a different experience for different people. Some people might have a name picked out that they already like, and some people might have to spend a long time trying out different names until they find one that feels right. Other people may not feel a need to use a new name, because they are ok with the one they were given, and that's ok! Personally, I didn't like my deadname and didn't want to use it anymore, but didn't have anything in mind so I asked a friend for help. They gave me the name I use now, and it will always be important to me because they gave it to me. If you do want a new name, you should go about it however works best for you, as this is a personal experience.

Remember loves, it's important to be you! You are whatever you identify as because that's what makes sense to you and it feels better for you, not because of what you were born as or how you were raised. Please keep in mind as well that I didn't mention a lot of different things in detail, like the gender binary or too many different identities. If you don't think you identify with the specific labels I mentioned, it's ok, there's a

whole lot more in the world. Experimenting is natural and fun, and you don't have to do it a certain way if it makes you uncomfortable. Have fun, be safe, and I love you! Have a good day!

"Many Paths, One Decision" cont.

he was thinking about significant events in his life, he realized that all of his aspirations came from wanting to give back.

"Through the whole college application process, I learned that I'm a diligent worker and I will never give up on anything. I realized that when I set my mind on something, I always get it done to the best of my abilities and soon become great at it. I think this roots from the fact that I want to work hard in order to give back to my mom who deserves the best," Dylan says.

For some, the process of knowing what you want to do with your life may come naturally. However, not all students find this to be true.

Anisha states, "The whole college application process really did not come naturally for me from the beginning. I tried to start pretty early, like during the summer, but I was very confused on which route I wanted to take. At first, I tried to find the most leadership roles and random good things I've done for my community. I wanted to make myself seem outstanding, but I

came to the realization that my essays didn't seem that personal enough. I ended up scrapping all of my essays in order to really find the path I wanted to take. I wanted to be able to let my voice shine through my essays rather than my actions."

All seniors take different paths through this challenging time. It is very interesting to note the different dynamics with each individual. Nobody's course of action is the same. Nor should it be.

"AHS Leadership—Setting Sail Against the Waves of At-Home School" cont.

past years, we could just base events off of what was done in previous years" said Benjamin Tarver (12).

One of CO/PR's areas of focus which contrasts them from the Activities committee is their events that connect the school to communities outside of American High School. Over the past couple of months, the Black Lives Matter movement, the Yemen Crisis, and the explosion in Lebanon had taken many American students' focus outside of their own communities. CO/PR was responsible for brainstorming events at American that would give students opportunities to help. New members coming into the committee were unsure of this purpose and what exactly CO/PR's focus was on. This year is senior Hillary Hernandez's first year in Leadership and the CO/PR committee. She had not heard much of what the committee was responsible for prior to this year.

"I was not expecting Leadership to be so well-rounded within not only the school, but well-connected to the community. Like the fundraiser CO/PR had done with the Lebanese Red Cross, we were able to raise a lot of money with that which was very shocking to me" commented Hillary Hernandez (12).

Despite students outside of Leadership not knowing exactly what comes about during brainstorming sessions in the class, the events they hold have garnered

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An Unsettling Interest?

The rise and impact of True Crime and its fictional counterpart in entertainment.

Darcy Chew
Staff Writer

You are lounging on your couch cuddled up in a warm blanket. In your arms, you carry a large bucket of popcorn, eyes fixed on a TV screen. You wince a little as a violent sequence plays across, but you are still captivated. You watch every little detail, trying to solve the crime yourself. You are watching some of the most gruesome and unspeakable crimes, yet it is so mesmerizing.

Now, it is so easy to find True Crime documentaries, podcasts, detective shows, and criminal agency shows on all sorts of media platforms. Especially with the quarantine, many people have found an interest in True Crime and the more fictional crime genre.

Isha Kansal (11) spent quarantine binge watching all 15 seasons of Criminal Minds. “I started watching Criminal Minds because I thought it would be interesting to watch a different genre. Usually, I stick with sitcoms and cartoon TV shows, [so] crime shows are totally different. For me, personally it was just wanting to watch something that's different than what I usually watch or read about... and wanting to expand [my horizon] and just an overall curiosity... [My friends and I are] curious about the way law works, especially with modern times... So I think it's just wanting to explore different pathways or different genres is what usually drives people to be interested in this.” Kansal shares her thoughts on why she thinks crime shows are popular.

Besides just a genre to cure boredom and provide entertainment, True Crime can also be really educa-

tional. Charitha Gangi (11) is more interested in True Crime and tends to watch more videos in the realm of nonfiction crime, like BuzzFeed Unsolved and Hailey Reese. “It's kind of interesting to me, because somebody that you could have known for your entire life could have been undergoing similar psychological issues. And it's just something that's kind of taboo... a lot of people don't necessarily talk about that type of stuff. So I just feel like [the True Crime genre is] breaking mental health [boundaries] as well the stereotypes... it's just kind of makes me more aware of the society we live in... So even though it's subjective to every individual person, it shows that there are people who struggle, and we should be more aware of that.” says Gangi.

Gangi recently did a True Crime project for her AP English class which she greatly enjoyed. The True Crime Live! assignment was created by student teacher Ms. Benedetti, who is a self proclaimed True Crime enthusiast.

“People watch the shows for so many different reasons and with fictional crime, there's such a range of what kind it takes. There's humor. There's fantasy kind of crime shows. There's sci-fi crime shows. There's more realistic and darker ones.” Ms. Benedetti says. The diverse range that these crime shows cover help increase its popularity as it appeals to a broader audience.

The crime genre is full of a variety of TV shows from Criminal Minds to Bones to Sherlock and they just keep becoming popular. One can sit around and watch hours upon hours of crime shows binging through seasons

upon season, shows upon shows. Generally, these shows are gory and touch upon tough subjects, like death and murder, which may make some question whether an interest in crime stories are healthy.

“I definitely feel like it depends on the person. I know some people who are very uncomfortable with the topic, or just the subject or genre in general. I feel like I have a pretty good resistance or I feel like I can handle it. Because some of the stuff is disturbing... But I don't think it's necessarily unhealthy. Like, just because you read through crime or listening to crime isn't gonna make you want to go kill someone. I definitely feel like it's subjective. And people should be aware of like, how much they can take, because not all true crime is bad. Like, not all true crime is murder, gore, and stuff like that. Some are just psychological and they are really interesting to read. It just depends on the person.” Gangi says, addressing the question.

As a student in the AP English course, Gangi recently read In Cold Blood by Truman Capote. Like many other students, she has found an increased interest in True Crime due to reading the book. The nonfiction novel is one that Mrs. Smith, one of the 11th grade AP English teachers, teaches yearly. Mrs. Smith not only enjoys True Crime books like In Cold Blood, but also loves reading mystery novels in her free time.

“I think they are healthy. I think that a part of the psychology of reading about a murder mystery is that aspect of it being solved. And then so with true crime, both books and movies, you have that, for the most part,

Unsolved Mysteries aside, you have that knowledge that there's going to be a happy ending. That the bad guy is going to be caught... And so there's a sense of security that comes with that. While we all know that bad things happen in the world, it's nice to know when justice is served.”

While there are definitely benefits to watching crime shows, there can also be detriments.

Mrs. Smith acknowledges that watching all the detective shows and other criminal agency shows can lead to misinformation. “It's easy to have a misperception of the amount of resources that would be utilized in order to solve crimes... you certainly know there are teams that work towards solving especially high profile crimes. But I think that the easiest misperception is not that bad people don't do bad things to other people, but that with the solving of the crimes, and it is not necessarily really going to work that way.” says Mrs. Smith.

Some may feel that watching all these shows and reading all these books about heinous crimes can desensitize people to crime. However, True Crime aficionado Ms. Benedetti disagrees.

“I can't say I have been desensitized. Unfortunately, the one thing I can say is that I'm aware that these things do happen in the world. So, I suppose there is a sense of desensitization there in that it would be nice to be oblivious to all the horrible things, a person can do to one another, or eight people can do to one another. But even in the smallest changes from crime to crime, whether it is violent or not I can't say that there's a numbness to it just because it still baffles me how one person could go to that extent and true crime is a way to, you know, pick people's brains and get

closer to that knowledge, but it's hard to say. One can never understand it unless they do it.” says Ms. Benedetti.

The interest in crime shows and stories have been rising since the 1960's, when Truman Capote's In Cold Blood first came out, and it seems it will keep growing.

“AHS Leadership—Setting Sail Against the Waves of At-Home School” cont.

enough participation to raise over \$200 for the Black Lives Matter movement and over \$400 for the Lebanese Red Cross through their Dare to Care event. Amulya Manoj, a freshman at American High School was also impressed with what the committee had been able to accomplish.

“I first came into Leadership not really having any expectations as to what it would be like. It's been really fun, [the committee] extends outside of American itself and I really thought that's something I liked about CO/PR, it involves the entire community of Fremont as well” explained Amulya Manoj (9).

The common obstacle between both committees this year has been difficulty with student participation and getting word of events out to students who do not have social media. Most of their events are publicized on the social media sites Instagram and Facebook, but not all students have accounts on either platform. Leadership students are currently trying to find ways to get more student involvement, including Activities' inclusion of staff in relevant games, and CO/PR's events centered around important topics in media. The class may be responsible for the creation and execution of several school events, but they are still fellow American High School students.

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