



New digital hall pass system introduced at AHS

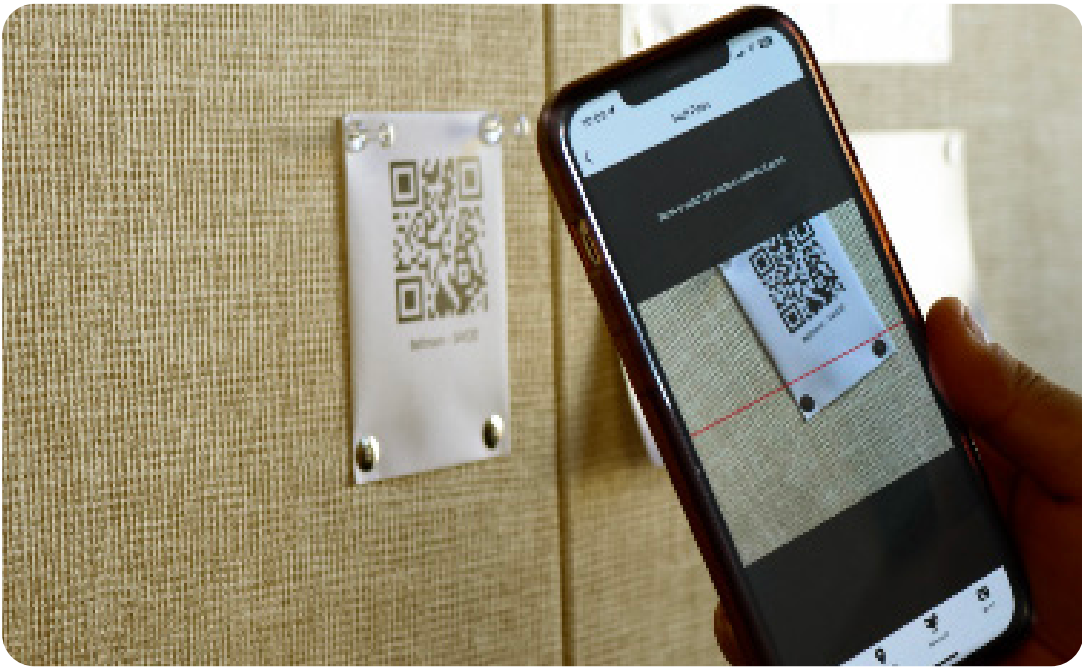
Understanding the motivations behind new 5-Star powered-bathroom passes and how students are affected

Aruna Harpalani
Staff Writer

A new digital hall pass system powered by the 5-Star app was implemented at AHS on January 13th, and it requires students to scan out and in of the classroom via a QR code. Bathroom visits are timed by the 5-Star app and restricted to seven minutes.

AHS is following other high schools in FUSD which have utilized a similar system. Mr. Peterson, an assistant principal at AHS, said, “We’ve heard success stories from the other high schools. For example, Kennedy High School, Robertson High School, and Irvington High School all used digital hall passes and they’ve all had nothing but good outcomes.”

AHS administration aims to replicate those outcomes here. Mr. Peterson said, “The goal,



A student scans a QR code in order to get their digital hall pass. Regarding the scan-in and scan-out process, Mr. Peterson said, “We’re seeing a lot of students that have been in the bathroom for over an hour at a time, but we know that it’s not that they’re actually out of class for an hour, it’s more so that they’re just forgetting to sign back in” (Photo Credit: Muhammed A. Ali (12)).

and what we’ve heard happening at other high schools, is that it holds students a little bit more accountable and it’s easier to look at data for how frequently students are going out of the bathroom.”

AHS based the seven minute timeframe on other schools that use the system. “It was just engaging with other schools about what time worked for them,” Mr. Peterson said. “Seven minutes was what other high

schools provided us with as a good number.”

Ms. Benedetti, an English 10 and Drama teacher, found the system effective at regulating bathroom use. “It has absolutely reduced the number of people outside of class because students that know they’re going to take advantage of the hall pass have, as of now, halted in doing so.”

She also commented on the confusion resulting from the new system. “There’s always questions. So while, normally, I prefer that students don’t interrupt my class to use the bathroom, I have to get those questions of, ‘Where’s the digital hall pass?’ And there’s a lot more questions. Or even just reminding students to scan back in when they come in.”

However, many students have (continued pg. 3)

AHS’s 2025 election season

AHS hosts its annual ASB and class officer elections, with a complex multi-day campaign process

Aditya Padinjarel | Staff Writer

Campaigning for elected officer positions in ASB began on January 19th at 8 P.M., kicking off the two weeks of AHS’s annual election season. Students have the opportunity to vote for fellow classmates, having them fill positions in ASB such as president, vice president, and chief justice. They can also vote for class-based leadership, such as Class President, vice president, or senator.

“I began planning out my campaign not even weeks, [but] months in advance,” said current ASB President Avishi Baldwa (12). “It was very busy leading up to my campaign because I wanted to make sure that everything was detailed and really reflected me authentically.”

The stresses of planning a campaign long term applies to all candidates, even if they go uncontested. Ayush Sharma (11) is the current ASB Vice President, and the uncontested candidate for ASB President. “For vice president and president, I was unopposed both years. And despite that, I still was very, very stressed,” said Sharma. “It’s just inbound thinking, even if I was unopposed.” Throughout the brief election cycle, candidates have to face the struggle of worrying about the actual campaign, who their new fellow officers may be, or even plans for the coming year.

“Although it can be a little nerve-wracking and stressful during election season, I like how it



Posters for all class officer candidates hang on top of lockers in front of the SAC. “Running for office also brings out the creative side of me, and because of elections, I have learned to design and make posters and flyers,” said Emily Su (12) (Photo Credit: Aditya Padinjarel (12)).

brings me closer to everyone,” said Senior Class Senator Emily Su (12), who has run in elections for all four years of high school. “Overall, I think the support throughout this whole process is the best part, just seeing how everyone is always there for you.”

While elections are held around the same time every year, each election cycle brings new approaches to campaigning and emotions for candidates. “This year, there’s definitely less

people, so that meant more eyes were on you. But people tend to be more involved with class elections because more of their friends are running. So it was definitely a different experience,” said chief justice candidate Jane Park (11).

Unlike prior elections, the 2025 ASB election has seen a smaller field of candidates. Ayush Sharma (11) and Hiba Kathawala (11) were elected as ASB President and ASB VP respectively with no contest. Ashish Stephen (10), Jane Park (11), and Orna Paul (11) ran for chief justice, with the victory going to Stephen.

This year, elected officers have had to adapt to multiple plan changes, such as the cancellation of the Winter Wonderland dance—a challenge newly-elected officers will have to take on. “I believe a strong candidate is one that is adaptable,” Senior Class Senator Jeffrey Wu said. “It is extremely rare for campaign week to go as one envisions it, so it’s extremely important to be able to adapt and make changes throughout the week.”

It takes time, and a community, to build any campaign, high-school elections included. “You have to be willing to do things on your own time, but there’s also passion that goes into it,” Park said. “Genuinely command the room, but also work with the people around you because you can’t be a leader without the help of others.”

A roadmap for course registration

Counselors provide suggestions for upcoming course selections

Ryan Liu
Staff Writer

As course registration season begins at AHS, students are navigating the process of crafting a schedule for the next school year. With such a wide array of courses to choose from and many factors to consider—including graduation requirements, personal interests, and college readiness—the process can often be overwhelming for students.

What matters most when creating a schedule depends on the student and is not something that can easily be turned into a single equation. “According to my counselor, the most important thing is to find a balance that works for students,” said Anirudh Ashok (10). “They encourage students to challenge themselves in terms of course selection, but [suggest] they also need to be realistic about their workload. In terms of school coursework, quality without quantity is more important than just quantity.”

Another important factor to consider is the alignment of course selections and long-term goals. Ms. Sorensen, a counselor at AHS, said, “For students going for colleges, checking out those prerequisites is important for college admission. However, high school isn’t all about checking off boxes and working hard; students should take classes that excite them or help them pursue their own interests and passions. Plus, taking courses that interest students increases the likelihood of success.”

In addition to student interest, managing stress levels is another crucial consideration when it comes to course selections. “Taking too many AP courses will inevitably lead to burnout,” Ms. Sorensen said. “Most students believe that overloading their schedule with AP classes and Honors courses are necessary, but rigor should come with balance—and sleep. Furthermore, no student should feel like a failure for not getting straight ‘A’s,’ because no one is perfect and everyone is unique.”

Seeking input from peers is another way to gain insight on course registration. Anthony Zhou (11) said, “I fell into the trap of taking as many AP’s as possible.” He suggested that students planning on selecting a rigorous course load balance their schedules with courses they find personally enjoyable so they can still effectively manage academic workloads.

Ultimately, course registration is about more than just mindlessly filling out forms. It is a complicated process which can completely alter students’ academic careers. However, with one-on-one advice with counselors provided through bookable meetings, school staff ensure that students can approach the new school year with confidence and a clear path to achieving their academic goals.

“Our whole job is to help students succeed for every step of the process,” said Ms. Sorensen.

Financial Literacy course to become graduation requirement for students starting high school in fall 2027

Class of 2031 will be the first group required to take Financial Literacy/Personal Finance

Sampan Mehta
Staff Writer

In June 2024, California legislators passed Assembly Bill 2927, which allows students to take Personal Finance in replacement of Economics, which is currently a graduation requirement.

All California Assemblymembers who were present voted “yes” on this bill, and this makes California the 26th state to require a financial literacy class for graduation. FUSD Curriculum and Instruction director Cory Brown said in an interview over email, “[Personal Finance] must be offered as a standalone course (semester or year long is up to each district). Taking Personal Finance as a standalone allows students to waive the state graduation requirement of Economics, but this does not work in reverse. Taking Economics does not waive the Personal Finance requirement.”


In terms of what is currently offered, Mr. Brown said, “There is a personal finance course offered at some schools in FUSD, but it is very different from what this bill will require.”

Mr. Lindsay, a Personal Finance and Business Math teacher, said “I think it’s a great idea. Students need to have a basic understanding of money management before they get to college or the workforce. Students will learn about their paychecks, payroll taxes, checking and savings accounts, budgeting, purchasing a car, a home, online banking, and more. These are all things that are crucial for their immediate future.”

There have been several positive opinions from legislatures regarding this new requirement. California Governor Gavin Newsom (D) said, “We need to help Californians prepare for their financial futures as early as possible. Saving for the future, making investments, and spending wisely are lifelong skills that young adults need to learn before they start their careers, not after.”

Assembly Speaker Robert Rivas (D) said, “Ensuring our students have the skills and knowledge to thrive is paramount to California’s continued success, and financial literacy is a key part of that educational mission. Our agreement is the culmination of many robust and productive conversations with stakeholders across the state on how best to implement Financial Literacy into every student’s high school curriculum.”

Regarding the timeline of the new requirement, Mr. Brown said, “Under the bill, the Instruction Quality Commission, which reports to the State Board of Education, will create a curriculum guide and resources for a personal finance course by May 31st, 2026. This guide will help FUSD create a course outline and [a] team of educators will convene to create an FUSD framework as we develop our course. By 2027/2028, the bill will require all of our high schools to offer the course. We hope to have a ‘soft roll out’ similar to our implementation of the Ethnic Studies graduation requirement during the 2026/27 school year which would be based on student interest and not required for all.”



Financial Literacy will help students gain necessary skills that will better prepare them for future financial decisions such as college and other investments (Art Credit: Ivan Chu (11)).

FUSD Board identifies final cuts in the balanced budget process

After months of discussion, FUSD’s Board of Education, with input from SURFBoardE, makes concrete decisions to bring the cut target to \$24.7 million

Sanika Yadav
Staff Writer

The FUSD Board meeting on January 8th consisted of staff presentations recommending actions the Board should take to balance the outstanding budget deficit of roughly \$22 million, according to district estimates.

District staff first presented FUSD’s total one-time funding loss of \$9.3 million, which they attributed to various revenue sources, including the expiration of the Learning Recovery Block Grant, a COVID-era grant from the federal government.

Additionally, they displayed the suggested target cuts from September, October, and December, which were made to address the structural deficit as financial information was updated. These targets were adjusted from \$27 million to \$25 million, and eventually to \$19.8 million, alongside the \$9.3 million in one-time funding loss. These reduction plans aimed to end deficit spending and ensure that the Board can meet its goals for financial solvency in the future.

The current budget, before reductions, sets aside \$21.9 million for the planned deficit spending necessary to fund staffing and operations for the remainder of the school year, helping the Board plan ahead of potential insolvency in 2026-2027.

According to the Board, this would result in benefits such as a reduced cut target of \$24.7 million, improved compensation offers to employees, a positive certification from the Alameda County Office of Education, and the end of deficit spending by the 2028-2029 school year.

The next slides outlined steps the Board plans to take to reduce the general fund budget by the target cut amount of \$24.7 million, which include changes across the district and potential layoffs—something the district has said it hopes to avoid.

SURFBoardE, an advisory group to the Board of Education composed of FUSD middle and high school students, has advocated for the student perspective throughout the budget-balancing process. Cecilia Church (12), one of AHS’s SURF representatives, said, “A huge thing that’s been on the table for many years and has been continuous in conversation was LMTs,” or Library Media Technicians.

Due in part to SURF advocacy, the district did not follow through with proposed cuts to LMTs, which would restrict the hours libraries are open, according to Church and Sriya Neti (12), SURF’s representative to the Board.

As evidenced throughout the process, budgeting is a matter in which the fiscal goals of the Board of Education may be at odds with the students it serves. “I sympathize with [the Trustees]. These are elected community members, and a lot of them are long-time community members, parents, [and] former educators. At the same time, the student perspective is really necessary because [Trustees are] in [their] 40s, 50s, 60s and [they’re] looking at it fiscally, ‘this is exactly what to do,’” said Church.

Neti, speaking on the actions SURF has taken to represent students throughout the process, said, “We held a budget open forum on October 16th, where students from all over the district could come and talk directly with the superintendent, the district’s budget director, board trustees, and other budget staff to ask questions about the budget.”

Pitching these meetings as an opportunity for students to tangibly impact final decisions, Neti said, “What the students said was prioritized.”

Recounting AHS's D.C. trip

Not-attending the inauguration and the volatility of an itinerary

Saanvi Deshini
Staff Writer

From January 18th through the 22nd, a group of sophomores and one senior, chaperoned by English 9 and 10H teacher Mr. Howard, visited Washington D.C., touring memorials, museums, and national monuments to experience the nation's capital around the 2025 Presidential Inauguration.

Ten students from AHS and seventeen from Antioch Community High School in Antioch, Illinois, made up the traveling group. The first day of the trip, students visited the National Mall's World War II and 9/11 Pentagon memorials, accompanied by a tour guide who explained the significance of the respective events as well as the history behind the memorials.

The rest of the trip was much of the same, touring grand architecture while learning about the history behind it. These stops included the National Archives, Capitol building, Lincoln Memorial, Arlington Cemetery, Washington Monument, and Mount Vernon. More recreationally, students visited a bowling alley, shopped at the Fashion Centre at Pentagon City, toured the National Mall and its Smithsonian museums, and attended a private viewing event to watch the inauguration.

Shourya Premkumar (10) said, "My favorite moment was exploring the government buildings around the city, but my least favorite was walking through the heavy snow. I also felt underwhelmed by the inauguration because it had been moved indoors."

The tour group had initially planned to attend the inauguration in-person, but the event had been moved to the Capitol Rotunda due to freezing temperatures and temperamental winds. The event was instead largely reserved



Students gathered outside the Washington-Dulles Hotel after the Inauguration event (Photo Credit: Mr. Howard).

for dignitaries, politicians, and relatives of the elected officials. Pivoting, the tour guide arranged for a viewing party in the Westfields Marriott Washington Dulles Hotel. The watch party was held in a conference room, filled with other student groups and hotel guests alike, and the duration of President Trump's thirty minute speech was accompanied by standing ovations from some and tears from others.

There was something about being surrounded by such staunchly opposite perspectives that made the moment feel historic for attendees, cathartic to the extent that such divisiveness could exist even in the confines of this about 500-person-capacity ballroom.

About the schedule change, Adhiraj Mann (10) said, "When I heard that we weren't going to go, I felt pretty disappointed. The watch party was better than I expected though, and I found it interesting to see so many contrasting emotions all in the same room."

Throughout the trip, this changing of plans was in fact, a constant, in part due to weather restrictions and the president touring some of the locations on the itinerary. In spite of this, Ojas Kaushik (10) shared, "It was a group of friends that I knew so well. It was great to see all of the history, but it wasn't the location that made it valuable as much as the people."

New digital hall pass system introduced at AHS (cont'd)

frustrations and concerns with the new system. Aniela Islaya (12), said, "I don't like the concept. Really, the whole seven-minute time limit—I can't go to the bathroom and back in just seven minutes. And if I go one minute over, they're going to ask me, 'Oh, what are you doing?' And for people who might be sick or at that time of the month, they might have to spend more time in the bathroom."

Ms. Benedetti has noticed these fears among stu-

Bathroom - SAVOIE

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TIME LEFT

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hours minutes seconds

The new digital hall pass tracks students' time outside of the classroom (Photo Credit: Aruna Harpalani (11)).

dents. "It makes them really nervous," she said. "There are potentially some who, because we have to use the digital hall pass, are a little more hesitant to use the bathroom. Just, necessarily, like, 'What if I don't make it in seven minutes? What if I have to ask a question?'"

Mr. Peterson said that he could not yet speak on plans for enforcing violations to the seven-minute requirement, citing the recent implementation of the new system.

FUSD's newest board trustee, Rinu Nair

- POLITICS -

How her experience, plans, and goals can bring a new perspective to the Board of Education

Sampan Mehta | Staff Writer

In November 2024, recent Irvington High School graduate Rinu Nair was elected to FUSD's Board, representing District 4. The high school attendance and trustee districts do not match completely, but Nair's district mainly consists of Kennedy High School and Irvington High School.

"It's truly an honor to have been elected, and I'm incredibly grateful for the trust the community has placed in me. I hope that my involvement in the board can inspire more students to get involved in the school district and to speak up about their perspectives on matters regarding the district," said Trustee Nair.

Nair received endorsements from many high-ranking members of the FUSD and Fremont community, including former mayor Lily Mei, FUSD Board of Education President Yanjing Zhang, Board Vice President Lary Sweeney, and many city council members.

FUSD Board trustee Sharon Coco was one of the trustees who endorsed Ms. Nair over her candidate for the seat, Ganesh Balamitran. Discussing Ms. Nair's priorities if elected, Ms. Coco said, "Trustee Nair and I met to discuss

her goals and areas of focus prior to my endorsement. Her principles of student wellness, campus safety and a quality education are all areas of importance that happen to align with some of the goals of the Board."

Trustee Nair has many ambitious and progressive goals that she believes are informed by her experience as a student in the FUSD school system. Ms. Nair said, "[As] a recent graduate, I am well aware of the student experience and that can provide better insight into the impact of the policies we pass on the students at our

sites. My vision for Fremont Unified would be to ensure that all of our students can have access to the courses and resources necessary to fulfill their paths to education. I have heard that students at American have to drop all Advanced Placement classes if they choose to drop one. Working to bring such issues to the Board and address those is something I plan to do. Additionally, I hope to expand partnerships with local education groups such as the Fremont Education Foundation to provide the resources our

students need."

Ms. Nair also seeks to prioritize students' mental health. "Mental health is also an area I want to focus on. I want to expand mental health resources for our students after witnessing many of my classmates experiencing stress and anxiety throughout campuses [and] to address other factors regarding stress and anxiety on campus such as peer pressure and [to make] resources more visible. As a student, it was only after consulting with my counselor [that] I learned that our school had paid for a wellness app at that time," Trustee Nair said.

In terms of Trustee Nair's process to achieve her goals, she said, "I would like to work on streamlining processes such as course selection to be more efficient and utilizing technology and media to make information about FUSD more accessible to the public."

"I have been meeting with constituents and hearing their input on what changes they want to see in our district, asking to receive updates [at board meetings] to see if students are receiving their grades in a timely manner and about the AP situation at American, [and] enrolling in various training programs and reaching out to trustees from other school districts to understand how they navigate their district's challenges."



Recent Irvington graduate Rinu Nair was elected to FUSD's school board representing District 4 (Photo Credit: Rinu Nair).

The flaws of digital hall passes

Digital hall passes provide too little time and sacrifice privacy

Ryan Liu
Staff Writer

The new digital hall pass system at AHS is a technological innovation designed to monitor the time students spend outside of the classroom in the name of accountability. Although it sounds relatively efficient on paper, in reality, it is a logistical disaster. By restricting the time limit to seven minutes and monitoring student activity, the digital hall pass has transformed the act of using the restroom into a stressful time trial which jeopardizes student privacy.

First, the shortened seven-minute time limit. The walk from some classes to the nearest bathroom can take two to three minutes, depending on the location. Plus, there is the risk of the bathroom being closed, leaving no time to do what people actually go there to do. All of a sudden, possible consequences for infringing on the time limit are imminent.

Then there is the concern of invasion of privacy. Although the system was just designed to ensure that students are being lawful, there is no denying the invasive connotations. Knowing that 5-Star can collect private data and potentially use it to target students just to facilitate bathroom usage seems like a bit of an overreaction from school administration.

Gyan Singh Kalra (10) said, “Students shouldn’t have to trade their privacy for a hall pass. It’s not even the fact that we feel like we are being watched, rather it’s the principle of trust: if they can’t even trust students to go to the toilet, how can students be able to trust them?”

Another major oversight in this new process is the assumption that all students have cellular devices to check in and check out for digital hall passes.

Although most students own a smartphone, there are still many who cannot access a cellular device. While there are, in theory, alternatives to using a cell phone, the process creates unnecessary barriers that make complying to the digital policy too inconvenient for students without personal devices.

If the goal of digital hall passes is to promote accountability, it is, unfortunately, failing. All students are left with is a system which prioritizes surveillance and practicality over trust, making them feel like they are part of a social experiment every time they need to use the restroom. Rather than creating systems which force students to rush, the school should create an environment where students feel safe to do what they need to do.

Why digital hall passes are of benefit to students

The electronic hall pass system serve as a greater alternative toward accountability and efficiency

Shiv Gurjar | Staff Writer

Francis Ford Coppola said in an interview on *The Daily Show* that “new ideas are often uncomfortable.”

The digital hall passes that are slowly being implemented in AHS are no exception to this sentiment. While not perfect in its current form, the digital system serves as a step in the right direc-

tion for the school, helping students, teachers, and AHS administration.

The digital hall pass system emerged from frequent challenges raised by the traditional

physical pass system and consequent frustration and anger from teachers and administration. The passes would often be stolen, lost, or exploited, providing students with the opportunity to leave class and squander time. The essence of the shift from material hall passes is digitization: the start and end times are translated into a database, and the pass itself can now be accessed online.

While other schools in FUSD have used e-passes for the past year, AHS has employed a smarter approach, aggregating the best strategies from each school to seamlessly transition its students to digital hall passes.

Take the scanning, for example. Using the 5-Star app, students can simply log in, click on the hall pass button, and scan a QR code in their classrooms when leaving and entering the classroom, requiring little involvement from the teacher and giving autonomy to the student.

The time limit is derived from a “tried and tested” model from other schools, averaging the times for a sweet spot of 7 minutes, according to a slideshow presented to students. However, in an interview with the Eagle Era, Mr. Peterson, an assistant principal, mentioned that if the time proves unrealistic for students, the school is open to adjusting it. This ensures that if students, on average, need more time, the school will adapt the limit, reducing potential stress when using the restroom.

Beyond its convenience, the digital system focuses on transparency and fairness. The school makes this clear in their slideshow, presented to all students, assuring that “No tracking/GPS of students” will occur. They add that if a student consistently or significantly exceeds the time limit, administration will hold “a discussion at the end of the year” with the student, prioritizing open discussion and understanding rather than punitive action. This system ensures the digital hall passes are designed to work efficiently for the majority of students, even if rare circumstances highlight its limits.

From hall monitors to paper hall passes, digital hall passes provide the most effective alternative, allowing teachers to focus on teaching and students on learning.

IN A RANDOM SAMPLING OF THE SIGN-OUT SHEETS OF 25 TEACHERS AT AHS, THE EAGLE ERA CALCULATED A MEAN OF 6.23 MINUTES.

NOTE: TEACHERS WHO DO NOT KEEP RECORDS OR WHO DECLINED TO HAVE THEIR DATA INCLUDED ARE EXCLUDED FROM THIS DATA SET.

Student takes out second mortgage on house to pay for senior portraits

- HUMOR -

Why the heck do portraits cost so darn much?

Muhammed A. Ali | Multimedia Editor



Me when I have to sell my child to afford senior portraits (Photo Credit: Lifetouch) (“Art” Credit: Muhammed A. Ali (12)).

father’s fleece Elvis Presley sweater.

Not all students share Monella and Turner’s glum outlooks on the situation, however. John Ston (12) commended the generous discounts provided to students, saying that they make portrait purchases much more financially feasible.

“Bro, have you seen the incredible New Year’s savings they’re giving away? For a limited time only, free shipping on orders upwards of \$99? Wow! I mean, it’s practically charity!” Ston animatedly exclaimed.

(Irrelevant side note: when asked to blink twice if he was safe, Ston’s eyes dried out entirely.)

Unfortunately, most fail to share Ston’s enthusiasm, and many have taken to the streets to protest. On Thursday, the United States military attempted to curb waves of students demanding access to un-watermarked digital copies of the photos they already paid \$20 to take.

Photography company senior representative Dwayne Pipe desperately tried to clear the air Friday night in front of the scores of angry protesters who stormed the company’s studio.

“Guys, we’re on your side! We’re outflowing incredible Inauguration Day/ Martin Luther King Jr. Day discounts right now! Offers start at 50% off of any purchase over \$399!” Pipe announced. The building was burnt down shortly after, and Pipe was executed via guillotine.

Monella was sharing plans of becoming an indentured servant for eight to ten years to pay back his portrait debt before the *Eagle Era* informed him that there is no conceivable way he’d be able to do that given the illegality of indentured servitude, causing him to break down in tears again.

Permanently indebted to Big Photo, Monella’s last words were sound advice for not just the thousands of students in Fremont, but the millions of students across the United States.

“I knew I should have dropped out in seventh grade.”

“I never expected pictures of my face to be this expensive,” said Paige Turner (12), who thought senior year would turn the page on her family’s financial struggles. “Like, I’m not even that good looking.”

Turner, like many other AHS students, fell prey to an institution that funnels money from the pockets of unknowing seniors every year. No, it’s not college applications, and no, it’s not the College Board’s ridiculously-priced testing. Rather, this monetary scheme stems from a seemingly unlikely, and school-sponsored, source: senior portraits.

“My family didn’t have much money left after paying for my AP tests, and senior portraits ruined us,” said victim Sal Monella (12) with a sickly, nauseous look on his face. “We recently took out two mortgages on our house to purchase the ‘Value’ pack—their cheapest option. It was \$149.” Monella paused, shedding a tear, then quickly wiped it away from embarrassment.

Monella’s family used to live in a mansion in Mission Hills, but after paying for senior portraits, they now reside in a Motel 6.

“At least the pictures look—okay,” he added with a deflated chuckle.

Turner’s family also felt the massive weight of senior portrait pricing, and will now be unable to send her to college.

“Paige’s pursuit of higher education ends here,” her father announced in a Facebook post, captioning an image of Harvard University with a big red “X” spread across it. Seated on the couch for the interview, Turner’s mother patted her on the back as she buried her face in her

Private counselors are not the answer to all your college-admission problems

A craze gone too far

Tegbir Kaur
Staff Writer

Imagine a sea of students fighting each other to death for an opportunity to be distinguished from the rest—no regard for the amount of blood sacrificed. This may seem like a scene out of *The Hunger Games*, but it isn't. Substitute the blood for nervous breakdowns, sleepless nights, and periods of burn-out, and you got yourself a holistic view of the college admissions process. May the odds be ever in your favor!

Due to this hysteria, many students turn to private college counselors to

A formulaic structure of “dos and don'ts” encourages students to sacrifice pursuing what truly interests them in favor of what distinguishes them. Dropping an art hobby to make time for an internship may sound like an easy decision, but it teaches students that having a successful career means giving up their personal lives.

“You're making a choice using a considerable amount of extra help in your applications,” said Mai Preisser (12). “You're choosing to prioritize getting into a good college over how genuine you present yourself.”



College counselors, while well-intentioned, often provide yet another source of stress to students at a time that is already one of the most stressful and formative parts of their lives (Art Credit: Kingston Lo (12)).

help give their application an edge, asking questions about their applications, how to improve their extracurriculars, or their personal essays.

While this may seem as a great resource for those aiming for competitive universities as it does help the likelihood of getting accepted, it doesn't go without long-term consequences.

Particularly, while students may approach counselors to de-stress, such resources can serve to heighten the application cycle's toll on their mental health. Constant reminders that they are not yet doing enough, combined with frequent discussions about their future increase the pressure to manage everything they are already doing with what they still “need” to do.

Devyani Choudhury (11), who approached her college counselor in the beginning of junior year, explained, “While my counselor has given me a place to start on my application, I also think that having a college counselor makes the entire process a lot more real, and that's scary. I used to just do the extracurriculars I wanted to do and the clubs I enjoyed, but now I realize that I should have been doing something else, and I feel behind.”

For college admission essays, which are designed to be highly-personalized and authentic portrayals of student perspectives, seeking outside help reinforces the notion that what a student has to say in its rawest form is not important—unless a small group of admissions officers deem it so. Not only does this limit long-term productive discourse, but it can also eventually lead to severe imposter syndrome and self-confidence issues.

Due to the financial implications of having a private counselor, such help is also outside the reach for many students whose opportunities are already limited or are already struggling with education-related expenses.

Having high ambitions and trying to put your best foot forward is not a bad thing. Getting advice and having others proofread your application is a great way to feel prepared to hit submit on the page when the time comes. But private college counselors only serve to exacerbate an ongoing crisis—one in which students sacrifice their high school lives just to see that “WELCOME” screen flashing on their screen after that last crucial refresh.

Senioritis and you: A senioritis management guide

- HUMOR -

With most of senior year over, is there anything to worry about?

Lance Wang
Staff Writer

So, you've been diagnosed with senioritis. Don't let up yet—the path to graduation is still long and grueling, and you aren't alone. Millions of seniors are diagnosed with senioritis each year, and while there's no known cure, treatment is available. After going through years of essays, tests, and projects, senioritis is the body's natural way of letting itself know that it's worked hard and that

seniors start to see is a “C,” and turning in assignments after the due date becomes a familiar occurrence.

Finally, as college results are released, the final stage of senioritis comes with a complete shutdown of the academic mindset. Assignments are left neglected and untouched, and grades are often hovering at or below “C” level. At this stage, motivation feels like a distant memory, and



A senioritis patient taking a well deserved nap after a grueling 10 minutes of work (Photo Credit: Muhammed A. Ali (12)).

it's time to rest. With graduation just over the horizon, managing this condition is more urgent than ever. Don't let senioritis rob you of the final months of your high school experience—or your graduation day.

Senioritis comes in stages—at first, it's easy to dismiss. After college applications are submitted, students start to sense the slightest feeling of freedom. Assignments are completed on time, and there's a persistent belief that everything is under control. However, the phrase “I'll do it later” becomes commonly used, and due dates always seem just around the corner. Deals are made with the clock: “thirty more minutes of reels, then start on the essay.” According to Dr. Dewit Laytr, an expert in doing things later, “This is the stage where seniors are most vulnerable. They often believe they can still manage, but in reality, senioritis causes the body to produce massive levels of delusion, forming the appearance of a studious mindset.”

After finals are finished and the first semester ends, the next stage of senioritis presents itself in the form of lazily-done assignments and lowered grades. At this point, the most frequent grade that

even the thought of doing work seems unbearable. Aineeda Break, a former senioritis patient, was a high school senior that once prided themselves on being a straight “A” student. “It was just a small break at first,” Break recalled. “I told myself that I would take it easy for a few days, and before I knew it, I was calculating how much of a hit my grades would take if I didn't do that lab report. By the time I decided to lock in, I was swimming in missed assignments and was trying to convince myself that one paragraph was good enough for an essay.”

Without treatment in the later stages, Senioritis can be terminal to grades, often resulting in rescindment of college acceptances. Due to the rigid self-discipline needed to combat senioritis, oftentimes seniors will be prescribed a daily dose of “lock in”. This will kick the work response of said senior into overdrive, causing them to work with peak efficiency.

Senioritis, although seemingly absurd, is very real in its consequences. However, it's not the end of the road. With a bit of self discipline, fewer distractions, and a bit of panic-induced focus, you can still make it across the finish line. It's not just an academic test. It's about proving that senioritis can't stop you from walking across the stage.






GIRLS VARSITY BASKETBALL - AHS V. WASHINGTON - 1/14

Nanki Kaur, Rohan Bhagra, Amrita Venkatesh. | Broadcast Editor, Editors-in-Chief

Led by its strong defensive performance—and significantly out-rebounding AHS—Washington defeated the Eagles by a final score of 40-55. While the Huskies only roster two seniors, they currently own the second-best record in MVAL, due in part to their league-leading defense. According to Maxpreps, they have given up 297 points this season, the lowest in MVAL as of January 24th.



Tiffany Leung (#23) directed AHS's defense while retreating after a scoring opportunity. As of its January 24th league victory over Irvington HS, the Eagles have given up 353 points in MVAL play—a mark that is roughly league average.



FINAL SCORE:
40-55
Eagles lose

Entering its midweek matchup against Washington, the AHS Varsity Girls Basketball Team played to a 2-2 MVAL record. American's cheer squad was on hand for this game, performing a halftime routine and supporting the team from its position on the baseline.



In spite of Shirina Shi's (#1) impressive offensive showing with 28 total points, the Eagles largely struggled from the field. Leading the team in points scored this season, Shi (10) won The Mercury News Athlete of the Week award for the week of January 6th-11th, earning 45.88% of the vote in the newspaper's online poll.



During a timeout, head coach Kieth Ramee provided instructions as American attempted to mount a second-half comeback. However, Washington's ability to maintain prolonged periods of possession and AHS's struggles from the field prevented the Eagles from overcoming their first-half deficit.



Despite dominating the time of possession, AHS fell behind 2-3 17 minutes into the second half. Capped off with timely goals from Carolyn Mora (#7) and Abigail Peterman (#8, pictured to the right), AHS took advantage of its sustained offensive possession to complete its 4-3 comeback victory.



Carolyna Mora (#7) tracked the Kennedy winger as she attempts to advance the ball down the sideline. After January 24th's MVAL matchups, the Eagles have only given up nine goals all season, giving them the best defense in the league on a points-allowed basis.



FINAL SCORE:
4-3
Eagles win

The Eagles' offensive players scanned the field while preparing to receive a throw-in during the first half. AHS entered this matchup with a 1-0-1 record in league play and an overall record of 1-4-1. Kennedy, playing far fewer non-league games than American, entered the game with an overall record of 3-0.



Lily Bella (#22) slotted the ball past AHS goalkeeper Arden Rose (#1) on a penalty kick early in the first half. AHS quickly equalized, however, with a goal from Julia Ignatov (#6) in the 21st minute of the first half. The score remained 1-1 entering halftime.



Kaia Tom (#3) competed with Lily Bella—who leads Kennedy with nine assists and is currently second in goals scored—for a contested ball near midfield. At the time of publication, Kennedy is fourth place in MVAL, and AHS is in first place as the season moves towards its final weeks.



The hidden costs of AHS Sports

Deconstructing AHS sports fundraising
Shiv Gurjar | Staff Writer

High school sporting programs provide competitive athletic experiences to over eight million students across the United States. These programs rely on dedicated staff, well-maintained facilities, and equipment, all of which come at significant costs. At AHS, teams face similar problems; since AHS and FUSD face limited budgets and higher-priority requirements, coaches have found different ways to offset their teams' expenditures.

While teams are able to take individual donations from the players, most AHS sports teams don't collect mandatory participation fees from their players. Instead, they resort to fundraising through three different avenues: Snap! Raise, VerticalRaise, and school-based fundraisers.

Snap! Raise is a fundraising platform that offers custom videos, a secure platform, and a streamlined process to boost fundraising efforts. According to the website, students would submit twenty emails to the company, the company would contact the donors with the fundraising link, and then they would take 20% of the total at the end of the process as commission. Vertical Raise operates in a similar manner, providing social media campaigns, fundraising pages, and effective communication with the teams; it also takes a 20% cut.

In an interview, Gerardo Najera, the boys tennis coach, expressed great satisfaction with

the platforms, saying, "It allows us to just focus on the season and not think about money because we reached a really good goal."

The alternative to these programs are school events, which include sales, snack bars, sponsored events and more, offering teams a more consistent way of raising funds.

These programs, while effective, often don't cover all team expenses, so teams fall back on the Athletic Club and the AHS Boosters Club.

The Athletic Club is a non-school-affiliated organization, profiting from ticket sales at games to help support teams. However, there are substantial costs involved, and the money raised frequently does not meet the eternity of teams' needs. That is where the AHS Boosters Club, a group of private AHS parents dedicated to helping fund the sports teams, comes in, pitching in money from bingo nights, snack sales, and member donations.

"We had a scoreboard that was broken for the longest time, and it cost thousands of dollars, which we didn't have. Luckily, the Booster Club was there to help, and with them pitching in, we were eventually able to buy it," said Edward Villatoro, the varsity boys basketball coach.

The money fundraised is usually spent on two types of items. Pat Mapelli, the varsity girls soccer coach, said, "There are consumables which are things like balls, cones, and pennies, and then bigger picture items like bleachers or scoreboards or goals which are those [items] that last a much longer time. Consumables are replaced every year or every other [year] but the durable items can take longer."

While American does not directly help with funding, it helps with maintaining sports facilities and providing protective equipment. Villatoro said, "[American] will help with safety equipment like the padding on the backboard or athletic tape to tape [player's] ankles." Omar Rahmani, the JV boys soccer team coach, was similarly assisted by this funding, saying that the school maintained the soccer field in the middle of the track, repainting the lines and doing general maintenance—excluding a few divots in the grass.

However, even with this help, several teams still lack funding, putting them in precarious positions.

The lack of strong fundraising and support has also stopped teams from purchasing crucial clothing or tournament entrance fees. "During the start of the season, we did not have enough money for AHS matching socks and pants for the players, so the players either had to bring it from home or buy it separately," Rahmani said.

Mr. Mcloy, the head coach of the wrestling team, who faced similar issues, said, "Every year there is a shortage of funds for our goal of providing competition for all wrestlers on the team. To accommodate our team, we attend tournaments at a [lower] cost of \$300-\$450 per tournament. The coaches have covered the difference."



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Golden Globes 2025 presents unexpected wins and cultural shifts

This year’s ceremony reflects disparities in the resonance and quality of entertainment

Carolyn Baskar John
Staff Writer

The 82nd Annual Golden Globes, held on January 5th, kicked off award season with comedian Nikki Glaser making history as the first solo female host. The ceremony, held at Los Angeles’s iconic Beverly Hills Hilton, was a mix of glamour, memorable wins, and moments that sparked both admiration and debate.

One of the night’s biggest honors went to *The Brutalist* for Best Motion Picture (Drama), a surprise to those who were expecting *Dune: Part 2*, a cultural phenomenon among younger audiences, to take the top prize. Meanwhile, *Emilia Pérez* claimed the Globe for Best Motion Picture (Musical or Comedy).



The 2025 Golden Globes honors cinematic classics and triumphs, and evolving tastes alike (Art Credit: Carolyn Baskar John (11)).

On the television side, *Shōgun* won for Best Television Series (Drama), edging out popular titles in the category like *The Diplomat*, *Slow Horses*, and *Squid Game*. For high school students who have been following *Squid Game*’s intense plot, the *Shōgun* win was unexpected. Yet, on a personal note, *Shōgun*’s meticulous attention to detail set it apart from its contenders. From the sets and costumes to the overall production, every episode was gorgeous, with immersive direction and cinematography. While *Squid Game*’s stars were expected to take home wins for their performances, Anna Sawai’s portrayal of Todd Marino in *Shōgun* earned her the award for Best Performance by a Female Actor in a Television Series (Drama), marking a touching moment nearly 44 years after Yoko Shimada won the same award for the original miniseries in 1981.

Other wins were less surprising. *Hacks* took home the award for Best Television Series (Musical or Comedy), *Baby Reindeer* for Best Television Limited Series, and *Wicked* for Cinematic and Box Office Achievement. For fans of animated films, *Flow*’s win in the Best Motion Picture (Animated) category was particularly exciting. Its unique approach, involving no dialogue and instead relying solely on original animal sounds, made it a refreshing and engaging watch. The vibrant colors and universal themes make it a film that resonates with all ages.

In lighter moments on the red carpet, winners of the Timothée Chalamet and Glen Powell look-alike contest

strutted while posing for photos holding signs that read, “I won a lookalike contest and now I’m at the Golden Globes.” The award ceremony wouldn’t have been complete without the captivating fashion statements of the people. This year’s red carpet featured an array of stunning looks, with bold colors, dramatic silhouettes, and elegant embroidery that swept the night.

Retrospectively speaking, it’s clear that *Squid Game* and *Abbott Elementary*, a contender for the Best Television Series (Musical or Comedy) award, were the shows that younger audiences were most invested in. *Squid Game* stands out for its bewitching plot and themes of inequality. Its cultural impact since its release has been undeniable. *Abbott Elementary* combines clever humor with the discussion of realistic day-to-day challenges faced in education. While *Shōgun* deserved its win for its cinematic quality, students are inclined to connect more with shows that represent and address themes of identity, diversity, and equity that reflect the concerns of modern generations.

Like each year, the 2025 Golden Globes expanded beyond honoring Hollywood’s best. It sparked conversations about film, culture, and connection, uniting people through art and the celebration of both shared and diverse perspectives.

Sonic 3: Where adventure meets nostalgia

The third division of a classic brings out childhood memories

Kylie Agno | Staff Writer

From high warp speed adventures to heartwarming friendships, Sonic the Hedgehog has raced his way to the hearts of fans across generations. After fleeing from his homeworld and ending up on Earth, this classic blue speedster embarks on thrilling endeavors that blend high-stakes action and realistic efforts. With the third installment of the *Sonic* trilogy, which was released on December 20th, the hype for one of the most beloved gaming franchises has reached new heights.

Sonic 3 revisits the intense rivalry between Sonic and Shadow, who form an alliance to defeat their common enemy, Doctor Eggman, who is played by Jim Carrey. Along with the comeback of the iconic trio—Sonic, Tails, and Knuckles—director Jeff Fowler is back, delivering high-quality visuals, meaningful writing, compelling voices, and perfectly shot camera angles.

With new faces like Keanu Reeves, Alyla Browne, Ben Schwartz, and more joining the cast, their authentic voice acting performances transformed these characters to life. Take, for example, Shadow and Sonic’s dynamic, the main show of this film: the writers excelled at handling the competitive rivalry between the two characters, and the respective voice actors, Reeves and Schwartz, amplified the characters’ portrayals.


Despite the many adaptations of Sonic, it’s important to respect

the original works from the developers of the game. Their parallels between the film and the game expand beyond characters’ individual stories, influencing the narrative’s direction. For players of the game, the character arcs also reflect the influence the film draws from the game: its writing keeps attributes consistent and doesn’t add unnecessary details that make them abrupt or confusing to viewers.

Instead of incorporating pop culture references like the previous film did, *Sonic 3* adopts a more serious tone which establishes a sense of urgency. Sonic and his comrades are up against enemies that are motivated solely by ambition, and time can’t be wasted. Gerald Robotnik’s attempt to develop technology for sinister purposes concludes, gives the film exciting depth, while Carrey’s take on Doctor Eggman delivers a darker intensity as he pursues his aim of dominating the world.


The plot finds a balance between emotional scenes and the humorous tone that fans have grown to appreciate, living up to the expectations set by the first two movies. Acknowledging its origins, the movie spreads a positive message that nobody battles alone, regardless of how many odds are against them.

With new movies on the way, there’s nothing wrong with rewinding a classic story of characters saving the world. *Sonic 3* is a worthwhile movie to watch—it’s a love letter to die-hard fans and people who prefer simple fiction alike.



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The art of urban exploration

Taylor Qi finds beauty in ruin
Saanvi Deshini | Staff Writer



Qi wanders somewhere in Berkeley. “There is beauty in destruction and decay. I think it’s the fact that no one wants to see it that makes it so exciting and exclusive for the people that do”
(Photo Credit: Taylor Qi (10)).

There are only so many trips a person can take to Pacific Commons or the Great Mall until both begin to feel ordinary. In Fremont, especially, the suburb is able to capture neither bustling city life nor the comforting familiarity of the small town, but Taylor Qi (10) finds the beauty in the Bay Area through urban exploration.

Urban exploration is the exploration of man-made structures, typically those people don’t often seek out; think abandoned churches or tunnels. Most commonly, these were once popular urban areas that lie in ruins today. Even so, Qi believes the jilted vacancy to be its unique strength. “When I go there, it just looks so amazing,” Qi said. “These places have a lot of history, so being there, being in the ruins, it feels rewarding to be not only a part of that history, but just to take it in. I feel so cool out there.”

The hobby also became a way to escape for a moment and learn about the world beyond the city. “I used to never go out, but I saw a lot of pictures of these places online, and I thought, ‘Oh, it looks nice to be in.’ I really wanted to be part of that space, so I started researching online.”

One of the places she visited was Pier 90 in San Francisco with AHS alum Joshua Suvante (Class of 2024). “We did a thing called

Her efforts haven’t gone unnoticed by her peers. “Our senior class designs fostered a sense of pride,” said Kadam, who worked alongside Bhatia. “During Spirit Week, there were nearly a hundred of us wearing the shirts Rashmi, Syrine, and I made. She’s incredibly talented and dynamic in how she incorporates her own art into each design.”

Beyond graphic design, Bhatia sees her artistry as a stepping stone to a career in architecture. “Art is what sparked my interest in pursuing architecture,” she shared. “I’ve seen the impact architecture has on communities, and I want to create spaces that bring people together.”

Kadam believes that Bhatia would bring a unique approach to the art. “To be successful in architecture, you have to think outside of the box and I think that Rashmi would bring life to buildings.”

For Bhatia, this journey has been a way to give back to her community. “This has not only been a creative outlet, but also a way to make a meaningful impact,” she said.

urbex,” he said. “The main one was this pier, one with an abandoned grain silo on it. It’s been explored by people for years, but it’s crazy to see how urban areas have been left behind and turned into escapes and explorations for people who live in the area.”

Qi also shared, “Another time, there was this church, and I think that was the best spot I’ve ever been to. It was completely untouched. Everything was still in place. It was so beautiful. I remember sculptures and woodwork, and it

Rashmi’s designs because it’s nice to see an American student’s talent shown through our team,” said Abil. “The Tufaan design reflects the strength and passion of our club.”

From there, a multitude of student organizations began approaching her. She started creating for SURFBoardE, AHS DECA, and even the senior class. “The senior class executives wanted to combine my design with those of Nikhita Kadam (12) and Syrine Ben Ayed (12) for the senior Spirit Week merch,” Bhatia explained. “It was a great opportunity to learn how to meld different ideas together. The final design even became the senior class logo.”

Keeping a balance between personal expression and client expectations has been a valuable learning experience for Bhatia. “I was told once that in any artistic field, once you start doing art for other people, you stop doing it for yourself. That’s something I’ve learned to navigate,” she explained. Working closely with clients has allowed her to understand their mission and utilize her creativity to showcase both through their merchandise. “For me, working with others is appealing, so it lessens that fear. I’ve had to learn to adjust from my bubbly, fun designs to ones that look more professional, because that’s just what looks better.”

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was unbelievable.”

Qi went on to say, “I always do as much research as I can before I go, but a lot of the community gatekeeps every single location. It’s a lot of hunting on your own. Also, I feel like for me, as a person, I don’t get really scared. I generally feel like being able to experience and learn how to use public transportation is a skill you need for the future—it’s all like practicing being able to navigate myself, you know?”

The unpredictability of urbex necessitates preparation. “I think just stay where you’re supposed to be and always go with someone if you’re going out of the city,” she said. “You should probably also bring water, food, Band-Aids, masks, flashlights, and gloves though.”

The art of exploration and the art that Qi stumbles upon are the most rewarding aspect of the hobby. “There’s a lot of

amazing art, and it influences my own perception of it. There is beauty in destruction and decay. I think it’s the fact that no one wants to see it that makes it so exciting and exclusive for the people that do. There’s always going to be some kind of graffiti. It makes you look for the art which is hidden, what people need to find themselves, and what people leave for others.”

Designing connection

Rashmi Bhatia and her talent to foster community from creativity
Kaya Misra | Staff Writer

“An organization’s merchandise is very important and personal to them,” Rashmi Bhatia (12) said. “So I always try to get their input.” In the last few years, she has harnessed her knack for drawing and graphic design to serve school student organizations, working closely with members to perfect designs that showcase their missions. Her designs are recognizable from the AHS Tufaan hoodies, this year’s senior Spirit Week shirts, and the upcoming AHS DECA hoodies.

Bhatia’s journey into graphic design began in her sophomore year. “I’ve always wanted to do digital art,” Bhatia said. “When I got an iPad, a friend was working on a video game to help people with ADHD, and he asked me to work on the designs. That experience, along with helping him advertise his podcast, sparked my interest in creating for others.”

Her first big project—for AHS Tufaan—was a turning point for Bhatia, with students and organizations beginning to recognize her work. “Making the hoodie designs for Tufaan [a school-based dance team] is what skyrocketed my interest in merchandise design,” she said. “It was also the most memorable design for me. There was a lot of pressure to get it right because Tufaan is so popular, but after I made it, so many people appreciated my work. I even got to incorporate Hindi into the design.”

Liya Abil (12), a Tufaan captain, emphasized the impact of Bhatia’s contributions. “It feels amazing to wear Rashmi’s designs because it’s nice to see an American student’s talent shown through our team,” said Abil. “The Tufaan design reflects the strength and passion of our club.”

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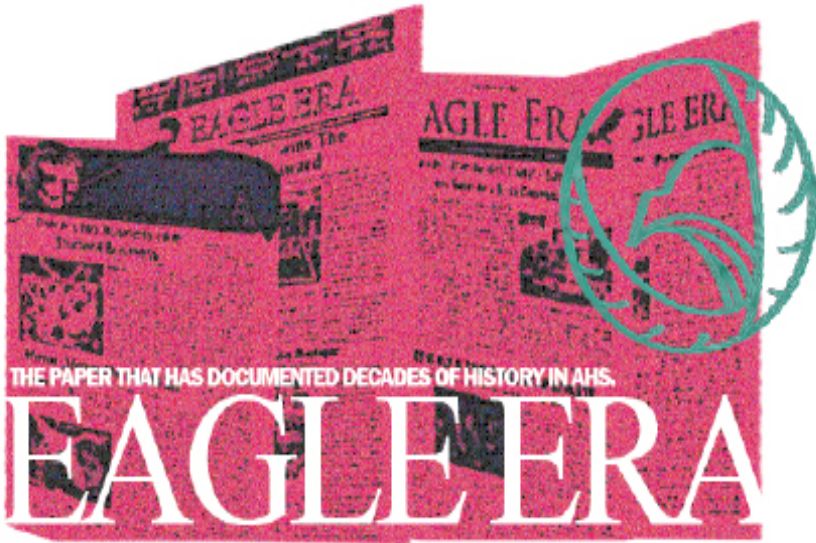
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Bhatia posing with AHS Tufaan members Nethra Kalva (12) and Ishan Gandhi (12) in merchandise designed by her after the 2024 Dil Se show (Photo Credit: Daksha Jain (12)).

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Winning streaks late in the month propel several winter sports teams to positive records in January MVAL play

Key scores from AHS's varsity sports teams in second month of the winter sports season

Rohan Bhagra & Amrita Venkatesh | Editors-in-Chief

January:						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4
5	6	7 Basketball: AHS v. James Logan HS Boys: AHS loses 56-63 Girls: AHS loses 43-37 Girls Soccer: AHS v. Kennedy HS AHS wins 4-3	8 Boys Soccer: AHS v. Kennedy HS AHS loses 2-3	9 Basketball: AHS v. Mission San Jose HS Boys: AHS loses 46-56 Girls: AHS wins 68-55 Girls Soccer: AHS v. Moreau Catholic HS AHS wins 6-1	10 Boys Soccer: AHS v. Moreau Catholic HS AHS loses 2-5	11 Girls Soccer: AHS v. San Ramon Valley HS AHS loses 0-3
12	13	14 Basketball: AHS v. Washington HS Boys: AHS loses 56-63 Girls: AHS loses 55-40 Girls Soccer: AHS v. James Logan HS AHS wins 4-1	15	16 Basketball: AHS v. Moreau Catholic HS Boys: AHS loses 23-96 Girls: AHS loses 40-50 Girls Soccer: AHS v. Washington HS AHS wins 4-2	17	18 Girls Basketball: AHS v. Silver Creek HS AHS wins 60-27
19	20 Boys Soccer: AHS v. Washington HS AHS wins 3-2	21 Basketball: AHS v. Kennedy HS Boys: AHS loses 60-70 Girls: AHS wins 68-45 Girls Soccer: AHS v. Irvington HS AHS wins 11-0	22 Boys Soccer: AHS v. Irvington HS AHS wins 2-1 Wrestling: AHS v. Kennedy HS AHS loses 31-39	23 Girls Soccer: AHS v. Mission San Jose HS AHS wins 10-0	24 Basketball: AHS v. Irvington HS Boys: AHS loses 57-71 Girls: AHS wins 44-25 Boys Soccer: AHS v. Mission San Jose HS AHS wins 6-0	25

Basketball:
As of its commanding 44-25 victory over Irvington on January 24th, the girls basketball team is tied for third place in MVAL with James Logan HS. Entering the week of the 27th, the team played to a 4-3 record in January, including both league and non-league matchups.

Girls:
Propelled by Suketh Srikarn's (12) hat trick, the team earned its first victory of the league season against Washington HS on January 20th. The Eagles continued that week with two additional victories against Irvington HS and Mission San Jose HS. The team plays its senior night matchup against Irvington HS on February 14th at TAK.

Boys:
After starting the season 6-2, the boys basketball team has lost seven straight league games as of its January 24th loss against Irvington HS. Dylan Lee, a junior, is currently the team's leading scorer, averaging 15.1 points per game, according to Maxpreps.

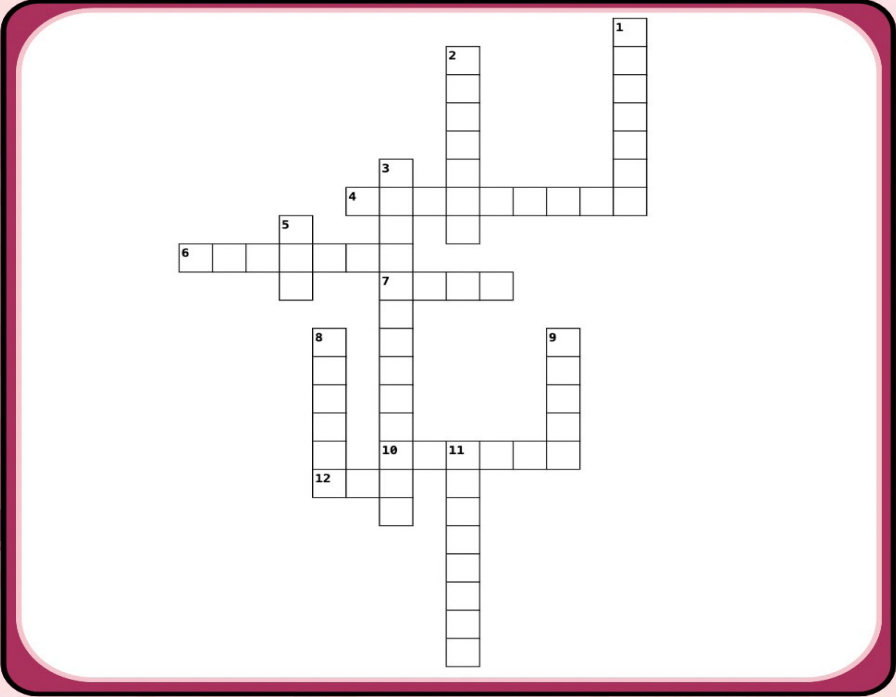
Soccer:
With a 7-0-1 league record as of its 10-0 victory versus Mission San Jose HS, the girls soccer team sits atop the MVAL standings. Their leading scorer thus far is Abigail Peterman (11), who also tops the team with 10 assists, per data available on Maxpreps. The team closes its league season with an away matchup against Irvington HS on February 13th.

Wrestling:
The wrestling team honored its eleven seniors during its senior night ceremony on January 22th—the precursor to its home duel against Kennedy HS. The team ends its league season with a matchup against James Logan HS (away) and MVAL finals on February 15th, which will be hosted at Kennedy HS.

Editor's note: All information and statistics are accurate as of January 26th, 2025.

february CROSSWORD

Nanki Kaur & Amrita Venkatesh | Broadcast Editor, Co-Editor-in-Chief



across

Answers!

down

4. TV show in which work and personal brains are separate
6. MVP of 2024 NBA all-star game
7. He's coached both the Eagles and the Chiefs
10. February 20th is National _____ Day
12. The real star of the Super Bowl



1. It could never be TikTok
2. "What did you say 'bout my _____"
3. He not like us
5. "Everyone deserves the chance to ____"
8. The most romantic candy
9. The civilization in which Valentine's Day originated
11. "'Cause baby, you're a _____"

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