

EAGLE ERA

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California Love, California Strong at Fremont

In late February, AHS students joined state officials for the launch of the First Partner's new initiative

Iniya Prabahar | Staff Writer

The Fremont Main Library hosted a major statewide kickoff on February 27th when Jennifer Siebel Newsom, the First Partner of California, launched a new initiative aimed at fighting loneliness and strengthening connection across the state called California Love, California Strong. Governor Gavin Newsom joined her at the event, which focused on the importance of libraries as third spaces—social environments for people to gather and create community—and brought together students, local leaders, and library staff.

Shon Khisti (10) attended the launch after being chosen by school administrators. “I was nominated by my teachers to go to this event because they were taking around 20 students from each middle and high school in Fremont,” said Khisti.

He described the event as more interactive than he expected. “The atmosphere was pretty warm. We met the Governor and the First Partner. We conversed and took pictures,” he said. “It was a very communicative event. There were some speeches, but there was also face-to-face conversation.”

Becky Machetta, the branch manager of the Fremont Main Library, explained that



AHS students met Governor Newsom during the event. “It was definitely a memorable experience. I mean, when do you ever see the governor of California in Fremont?” said Khisti (Photo Credit: Shon Khisti (10)).

the launch was the official beginning of the statewide initiative that grew out of the aftermath of the 2025 California wildfires. “California Love, California Strong is an initiative that is celebrating belonging, volunteerism, and bringing community together,” Machetta said. “This particular event focused on libraries as third spaces in the community and the importance of libraries being refuges.”

Machetta said Fremont was chosen after Siebel Newsom personally visited the library in January. “She was visiting Fremont, and she had done a school visit to the California School for the Deaf. She came and visited the Fremont Main Library,

and she fell in love with the space,” Machetta said. “She absolutely loved the solarium, the space in the library, and the outside area of the library—how you could see from inside the library to the park.”

After Siebel Newsom’s visit, the library spent weeks preparing to host the event. “We had several meetings with people talking about logistics of the event. I personally had to work on getting health and special event permits,” Machetta said.

Speakers and panelists also touched on the increasingly relevant issues of censorship and book bans. According to the Governor’s Office website, the event included a panel on *The Librarians*, a documentary about librarians confronting censorship and threats to intellectual freedom.

Students said the event focused more on vision than policy specifics. Khisti said he did not remember clear details about funding for the libraries being announced. “I’m not sure about any dollar amounts, but I think it was more of an introduction before they talk about funding,” he said. The state’s launch announcement, which outlined the initiative’s goals, said monthly events will continue throughout 2026 but (continued on pg. 2)

AHS recognized as a statewide leader in sustainability

The California Green Ribbon Schools Program awarded AHS for environmentally friendly practices

On February 12th, State Superintendent Tony Thurmond announced the recipients of the 2026 California Green Ribbon Schools (CA-GRS) Awards. Among the honorees were AHS and FUSD, which both received Gold recognitions for achieving 75 percent or greater environmental efficiency.

According to the official website of the California Department of Education, “The CA-GRS Award program evaluates applications from public schools, districts, and county offices of education to recognize outstanding achievements in environmental excellence.”

This recognition highlights the impact of community collaboration on district-wide sustainability efforts. “Being recognized as a California Green Ribbon School District Sustainability Honoree is a testament to the collective efforts of our schools, staff, students, and community,” said FUSD Superintendent Zack Larsen in a district press release.

According to Nate Ivy, an FUSD Teacher on Special Assignment for Community Initiatives and Partnerships, student involvement has played a key role in encour-

Jovina Zion Pradeep | Staff Writer

aging the district to adopt stronger sustainability policies. FUSD has also developed partnerships with local government and organizations such as the Alameda County Water District to support climate action initiatives. These include improving energy and water efficiency of school facilities and providing teachers with professional development in environmental education.

Ivy analyzed detailed data on the district’s environmental impact as part of the application process. “We’re one of the first school districts in the state to implement bi-directional electric bus charging, and we’re piloting the implementation of cafeteria reusables at 10 elementary schools to eliminate plastic waste,” said Ivy. “By the end of this year, we’ll have planted over 700 trees on around 12 different campuses to address the effects of heat islands.”

At AHS, student organizations have contributed to sustain-



“At one of our professional development events, we partnered with Stop Waste and the Fremont Transfer Station, where we periodically take a field trip to help teachers and people in the school system learn more about waste reduction and recycling,” said Ivy (Photo Credit: Nate Ivy).

ability efforts on campus. Ashvath Katakam (11), president of the AHS Bioengineering Club, said his club explores ways to reduce environmental harm through STEM projects. “We try to limit plastic usage and use biodegradable materials like PH3B for our projects,” Katakam said. “We partner with local animal shelters and design splints using bioengineering for their animals.”

The AHS Science and Ecology Club has supported similar efforts by organizing environmental service events around campus. Kaviya Gopalakrishnan (11), a club member, said, “The club has supported the school garden as well as the trees and plants around our campus. The garden increases green spaces and teaches sustainable growing practices. It also helps students learn about ecosystems and environmental responsibility.”

Hari Senthilkumar (12), who attended the club’s events, emphasized the award’s role in shaping how students view climate action as more accessible. “This award is a stamp of approval that can remind us to stop thinking about climate action in terms of limitations, because this means that even with the level of comfort that we’re having, we can still be green-minded.”

California Love, California Strong (cont'd)

did not list a specific funding amount.

For many students, though, the biggest impact was local. Khisti said that the event changed how he saw the library itself. "I never looked at the library as such a deep place, but now I have more appreciation for it and the role it serves as a community center," he said.

Tanishka Nath (12) also attended, saying that the event brought overdue attention to librarians. "They're kind of an overshadowed area that not a lot

of people talk about," she said. "For it to get this much emphasis, I think that it was pretty needed in light of censorship and banning books."

As the first stop in a yearlong, statewide effort, the Fremont launch placed the city's main library at the center of a broader conversation about connection, public space, and belonging. While the event may have introduced more vision than policy, it clearly left attendees with a stronger sense of what libraries can represent.

Money Mantra enters the semifinals

AHS-based finance team wins bronze in a global competition

Keithav Sivashanker
Staff Writer

Students from AHS gained recognition after the Money Mantra team advanced to the semifinals of the Wharton Global High School Investment Competition, becoming the only team from the Bay Area to reach this stage of the tournament.

The competition was hosted by the Wharton School at the University of Pennsylvania through the Wharton Global Youth Program. It challenges high school students to develop long-term investment strategies using real-world market data.

The team's interest in finance and investment research pushed them to participate in the competition. Team member Vebhav Thilak (11) said, "What stood out to us was that it wasn't all just theory; there was a practical aspect to it as well which made it much more challenging."

Students on the team joined to test their knowledge in the world of finance. "We wanted to see if the work we had been doing in finance and data science could actually hold up in a competitive setting," said Thilak. "Knowing that real, professional asset managers would be judging our strategy made us take the entire process much more seriously."

The team delegated their workload among all of the members so that they could work as efficiently as possible. "We split responsibilities based on what each of us was strongest at," said team leader Ahan Panyam (11). "Some of us focused on research and investment analysis while others worked on organizing the presentation and communicating the strategy clearly."

Panyam led the technical development aspect of the investment strategy. "I worked on designing the models, writing the code, and building the framework that our strategy was based on," he said.

The team faced many challenges during the process of competing. "Preparation wasn't easy; we spent

hundreds of hours working on this over the course of the year," said Thilak. "A lot of the work happened after school or late at night when we were refining our analysis or adjusting parts of the strategy."

According to the students, one of the biggest challenges was communicating their strategy clearly. "Some of the analysis we were doing was pretty technical," said Panyam. "One of the hardest parts was figuring out how to explain it clearly without losing the depth of the work."

The team's overall objective was more than just to compete. "Our goal wasn't just to participate," explained Panyam. "We wanted to show that a data-driven and algorithmic approach to investing could actually work."

The competition attracted teams from around the world. According to the Wharton Global Youth Program website, more than 2,300 final investment reports were submitted, with only 50 teams selected as semifinalists by judges from Aberdeen Investments. "It is amazing to see 13 different countries represented among the 2025-2026 Top 50 teams, reflecting Wharton's global reach," said Serguei Netessine, Senior Vice Dean for Innovation and Global Initiatives at Wharton. "It's truly amazing to see the dedication of high school students around the world learning and growing through business and finance education."

The students were shocked when they found out they qualified for semifinals. "We didn't expect it, but we were definitely hoping for it," said Thilak. "We had put so much time into it that it was really satisfying to see it pay off."

This achievement placed Money Mantra among the top 0.7 percent of competitors, a big accomplishment for AHS's small team. "For us, it shows that students here can compete with teams from anywhere in the world," said Thilak. "We're proud to represent our school and our community on that level."



[Left to right] Somil Sarode (11), Anika Panyam (11), Ahan Panyam (11), Vebhav Thilak (11), and Dhyutidar Saravanakumar (11) participated in the competition (Photo Credit: Vebhav Thilak (11)).

Our statement regarding administrative pressure on recent editions of the *Era*

- LETTER FROM THE EDITORS -

Reinforcing our commitment to uncensored student journalism

Aruna Harpalani & Tegbir Kaur
Editors-in-Chief

Dear readers,

In a couple of our most recent issues, the *Eagle Era* has faced administrative pressure to censor the work of staff writers to varying degrees. This goes against our purpose as a student publication—to uplift your voices as AHS students.

We spend weeks interviewing, writing, revising, and copy-editing articles as well as designing and distributing the newspaper because we believe in the power of student journalism to allow young people to express authentic perspectives in a school environment primarily led by adults.

In our formative years, it is crucial that we students learn to value our thoughts and opinions—to learn to speak up when we dislike what is going on around us. As previous staff writers, we have personally experienced the empowerment of seeing our names in print next to a story that matters to students like you. Now, as editors, we consider it our responsibility to create an atmosphere where the next generation of *Era* staff get to feel it too.

In our February issue, a photograph of the slogan "F*ck ICE" written by students in bold chalk lettering in a collage of pictures of the January 20th anti-ICE walk-out was included, but we were asked to censor the profanity in the digital edition over concerns of upsetting parents.

Before publication, we had numerous discussions about whether to include the uncensored slogan. Because the word was used so frequently and prominently throughout the demonstration, we concluded—and still maintain—that censoring the profanity softens and thus distorts the sentiments of student attendees.

Then in March, we published an opinion article critiquing an English 11 timed writing assessment, and the piece received pushback for perceived bias among concerns that it leaked the

sources used in the assignment. While we have made compromises with administration on this piece, we maintain its importance as a student evaluation of the curriculum to which students are subjected—a perfect example of what our opinion section is meant for.

We recognize the effort that teachers put into the assignment; the piece was in no way intended to undermine them. Still, we are proud that our writer addressed a commonly discussed complaint among students without fearing reactions of adult audiences.

We welcome both disagreement and accountability when perspectives of administration, teachers, and students differ from what we publish; it is part of our job at *Eagle Era* to spark conversations about all aspects of AHS student life—including the uncomfortable ones.

While we do not expect the entire AHS community to agree with every opinion we print or decision we make, we worry that these requests from administration perpetuate an interest in prioritizing comfort over preserving an authentic platform for student expression. We hope that this pattern of top-down pressure—happening 2 months in a row—does not become a normalized occurrence.

This space is so unique in part because students make editorial decisions. Every article, every graphic, every small drawing in centerspread exists in the paper because a student believed it was worth including. We are deeply thankful to Mr. Savoie as well as all of you amazing readers who support us in asserting our independence as a student publication. As we move forward, we plan to remain the same as we have: student-led, student-centered, and dedicated to informing and empowering students.

Cordially,
Eagle Era Editorial Team

Projects and purposes

An overview of the Engineering and Technology Club's March event

Suhani Thakkar | Staff Writer

From beating procrastination to addressing the water crisis, the MPR was bursting with creative ideas on March 11th as students presented their innovative engineering solutions to real-world problems. The Engineering and Technology Club (ENT) hosted a competition where students researched solutions for current issues in teams and presented their ideas to professionals in the field.

This event was the result of the hard work and dedication of the club's officers and council members, including Club President Shaunak Jog (12). "We have been working on this event for well over a month now. We have been holding workshops weekly to help members develop their projects and teaching them how to approach their problem with an engineering mindset."

Rohan Babbellapati (10), an ENT club officer, said, "Organizing the event was a struggle. Finding judges who were willing to come and were experts in the field was

extremely difficult and took us a couple weeks and a lot of reaching out."

The event was a success, and students who participated, like Yaalini Gokul (10), said they gained a lot from the experience. "I loved developing our project and being able to do research on something that I really found meaningful," she said. "Our group focused on how procrastination can be fixed using AI, which is something that impacts many people around me, so I felt like I was working on something bigger than myself."



[Left to right] Ms. Prabhakaran, Judge Syam Krishna Babbellapati, Reva Mekala (10), Shaunak Jog (12), Rohan Babbellapati (10), Anusha Naik (11), Amy Li (11), and Judge Sunny Todkari posed for a photo at the event (Photo Credit: Shaunak Jog (12)).

This was precisely the goal of the event, as officers hoped it would change the way people thought about engineering. "When people think about engineering projects, they first think of circuits, machines, and constructing something with their hands, but rarely the research and problem-solving that comes first," said Jog. "We wanted our members to find meaning in the creative process of engineering and developing solutions before jumping headfirst into building."

This event gave many students more clarity into a possible future engineering career. Gokul said, "I felt like I was getting a real insight into what it is like to be an engineer with this project, which is something that I loved since I hope to pursue this field in the future."

The event's judges also praised the showcase for helping students better understand the real world of engineering. Judge Syam Krishna Babbellapati said, "I loved how realistic all of the research was and how much thought the students put into it. They really took everything into consideration like an engineer would and talked about things that people in this field are trying to solve today."

Anticipated local impacts as US-Iran conflict escalates

- POLITICS -

Rising gas, oil, and grocery prices as well as potential protests are expected as military campaign in Iran continues

Ananya Pangarkar | Staff Writer

After weeks of negotiations, the United States launched a military campaign against Iran in late February. Fremont residents can expect significant economic disruptions like skyrocketing gas prices and potential protests.

The most immediate impact locals are experiencing is at the gas pump. According to the *San Francisco Chronicle* and PBS News, gas prices have surged about 60 cents in the past few weeks in California, and some Bay Area gas stations now exceed \$5.34 per gallon. Mr. Pepper, an AP Government/Economics and AP US History teacher, said, "The mid-grade gas is over \$5 in most places, and premium gas is well over \$5."

The situation is expected to worsen. According to CNBC, the price of oil has increased over 4 percent as of March 11th due to disrupted trade in the Strait of Hormuz—a critical passage for global oil and fuel supply. "With the cost of crude oil going up, the oil companies see it as a chance to increase prices," said Mr. Pepper. "There's no reason why gas prices had to rise as quickly as they did, but the companies will take advantage of that."

Other rising costs beyond gas prices can also be anticipated. Mr. Kaeding, an AP World History and AP US History teacher, said, "We can expect grocery prices to go up. Similar to the supply chain shocks in the pandemic era, we're going to see a shortage of supplies."

Due to the controversial military campaign against Iran, some locals anticipate increased political activism. "[Iran has] a divisive government. And there's people in the Iranian diaspora who hate this government and want to see it collapse," Mr. Kaeding said. "So, there are people that are going to protest these attacks."

While Fremont has not yet seen large-scale demonstrations against the war, some students foresee protests if escalation continues. Pranathi Kande (11), a student who is tracking the conflict, said, "I feel like because we are a county that is very left-leaning, I believe protests will happen, and if it does happen in Fremont, I would be open to going."

Local governments have ways to show their stance on the conflict. "There's cities in the Bay Area that would traditionally vote for an ordinance about investing in certain companies to show their displeasure, but I don't see that for Fremont," said Mr. Pepper. "Maybe cities like Berkeley, Oakland, or San

Francisco would issue an ordinance against it, but the majority of the Bay Area is not going to."

However, if the conflict drags on and prices continue to rise, direct assistance may be necessary. Mr. Kaeding said, "Governments might be able to respond by trying to encourage alternative transportation, food banks, or economic relief."

Help and outreach to Bay Area's large Iranian population could be a potential priority for local governments. "It would be good for [our city] to give support to their communities," said Kande.

Students can express their views about the conflict in several ways. Mr. Kaeding recommended reaching out to elected representatives. "People could put pressure on our government by reaching out to their congressperson or their leadership and pressing the issue of our government engaging in a conflict without the people's permission or congressional permission," he said.

Many students value staying informed as the situation develops. "The best thing individuals can do is continue to be educated, stay up to date with the news, and make sure that you understand where your values lie," Kande said.

National Suicide Prevention 24/7 Lifeline
1-800-273-8255

Crisis Text Line
Text HOME to 741741

Domestic Violence Hotline:
1-800-799-7233

Counselors
available brunch, lunch, and after school

A-Cheng and English Learners: Mimi Cañas
Cher-Hs: Teri Sorensen
Hu-Lo: Mei Chen
Lu-Ph: Denisse Felix
Pi-Sr: William Stallworth
St-Z: Bonnie Ronkainen

Celebrating cultures at AHS

Diving into the cultural exhibits at AHS's International Week

Angella Li | Staff Writer



food sales



AHS hosts International Week every year. Clubs are assigned countries and share trifold and cultural cuisine from around the world.

Amvi Maheshwari (11), president of the Students Against Violence Everywhere (SAVE) club, which was assigned to Venezuela, said, "I'm really happy that I got a country that I didn't know a lot about because researching about the type of cuisine they have made me realize that it's very similar to my Indian culture.

The rice pudding is very similar to another Indian dessert called *kheer*, and it just made me realize how interconnected cultures sometimes are."

While students gathered to fill out a form to get extra credit for Spanish class, [left to right] Natalie Gonzalez (11), Amvi Maheshwari (11), and Aryanshi Gupta (11) prepared two different types of drinks to sell for International Week (Photo Credit: Angella Li (10)).



Kenya



After many club meetings deciding on what food to sell, Jessica Yu (12) [left] and Jenni Liao (11) [right] set up the Kenya trifold and ice cream station together before lunch (Photo Credit: Angella Li (10)).

The AHS Food Science/Gastronomy Club was assigned Kenya for International Week. Jessica Yu (12), the president of the club, said, "I really want to show everyone how unique and diverse AHS is as well as how important it is to celebrate all these different cultures. I feel like when you are able to learn more and educate yourself on these different cultures, you have a deeper appreciation, not only for your own culture but also everyone else's. That way you can understand people better and find a way to connect with them. While we are not experts on Kenya, I hope people will be able to learn more about it and appreciate its culture more."

Venezuela



"I think it's important to highlight all the different cultures that are around the world because diversity as a whole is really important. There are certain cultures that tend to overpower what we see in general, and I think it's really important to show people that there's more than that." - Sage Gebrekidan (12), Head of Clubs Committee.



The Filipino Student Association (FSA) danced with candles and performed Tinikling, a traditional Filipino dance, during the International Week Rally (Photo Credit: Angella Li (10)).

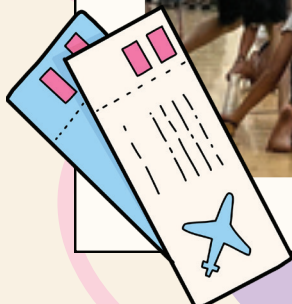
rally day



The AHS Tufaan dance group from ISA performed at Rally A. However, due to repeated technical difficulties in Rally B, they participated in an impromptu interview before continuing their dance (Photo Credit: Angella Li (10)).



"The Indian Student Association (ISA) has a dance team called AHS Tufaan and that dance team represents Indian culture and Indian Bollywood fusion dancing. We have a set that is pre-made for the year as a season, and we take parts from that set which we think would best represent ISA and Indian culture and perform that for International Week," said Srikar Yenugutala (12), the president of ISA.



The cost of participation

How the blurred lines of club policy have impacted students

Shiv Gurjar, Anthony Liu, and Jonathan Wang | Spotlight/Web Editor, Staff Writers

Clubs are one of the most visible parts of campus life. Ranging from academic to competitive to cultural, clubs at AHS offer students a chance to learn, connect, and develop new skills alongside peers who share similar passions.

However, behind the scenes of creating and maintaining clubs lies a controversial system managed by administrators and the ASB Club Committee. Many club leaders find these official processes inefficient and frustrating, while administrators and the ASB Club Committee uphold that the system is necessary and effective. This difference in experiences exposes a grey area between how the system is intended to work and how many students experience it in practice.

An *Eagle Era* investigation found that many clubs face significant barriers that limit growth and student participation, leaving them unable to fully engage their members or pursue meaningful projects.

Club Approval

For many students, founding a new club begins with a simple idea. Yet, turning that into an officially recognized organization can take months of planning and paperwork.

To create a club, students first have to create a proposal which requires research of the requirements, defining the club's mission, and completing the formal application process. From there, students must gather at least 25 signatures, recruit potential officers, and secure a faculty advisor as part of their proposal.

"At times, it felt like you were jumping through hoops for paperwork rather than focusing on the club itself," said Vaishnavi Kalyanashetty (11), who attempted to start an aerospace-focused club. "It took about 3 to 4 months from the initial idea to the point where the application was submitted."

"The main thing is when picking clubs to be at AHS, we want to make sure that these clubs are

"THE MAIN THING IS WHEN PICKING CLUBS TO BE AT AHS, WE WANT TO MAKE SURE THAT THESE CLUBS ARE ACTUALLY ADDING TO THE COMMUNITY AND NOT JUST ADDING A SLOT ON YOUR COLLEGE APPLICATION."

actually adding to the community and not just adding a slot on your college application, which is why all of that [paperwork] is important," said Sage Gebrekidan (12), head of the Club Committee and co-captain of the Mock Trial Club. "If, let's say, we decide that you don't have to prove that you have a meeting every month, you could start a club and say you do all these things and then not actually do them.



Sricharan Sadagopan (12), the president of the Game Club, and Siya Deshmukh (11) presented on Mediterranean culture during International Week, one of several school-wide rules clubs must fulfill (Photo Credit: Sricharan Sadagopan (12)).

That could open the space for a lot of fraud."

Of the 140 club charters submitted this year, only 80 were approved. Previously accepted clubs—not just new ones—are also required to recharter annually.

During the summer, the ASB Club Committee announces incoming clubs via a decision email, which listed the 3 most common general reasons for rejection: "liability with the school," "the club's focus was too specific," and "another club already exists with a similar capacity."

Kalyanasheety, who spent months preparing and was rejected, was disappointed by the response. "It was difficult to know what specific changes could have improved the application," she said.

Mr. Anderson, the ASB chair, said that the vagueness of the email is intentional. "When we start giving reasons for why we have declined the club, they start just going around those reasons."

When Rishab Sehgal's (12) application for a civics club was eventually rejected, he reached out to a member of Club Committee, who explained that the club was too political. "I thought that was a really dumb response because if anything, a civics club would make people more politically engaged and foster connection and unity across the political landscape," he said.

The rejection, however, reflects the school's broader concern of neutrality. Mr. Anderson said that because all clubs operate under the school's ASB system, every club essentially speaks on behalf of the school. "It's like I can't go posting something on our social media account about Democrats or Republicans," he said. "Because the clubs all represent the school, we can't have the school leaning a certain way."

Managing a Club

Even after the challenging process of getting a club approved, running one can be just as demanding. Club leaders are required to adhere to a strict set of rules and regulations, many of which they said can feel more punitive than supportive.

One of the Club Committee's responsibilities is to facilitate clear communication between clubs and the committee through monthly binders. Clubs submit monthly binders to report activities and meetings, which help keep everyone informed and allow the committee to monitor compliance with school rules. Clubs can receive strikes from ASB for failing to submit a binder on time or for breaking other regulations. Accumulating 3 strikes results in a club being disbanded.

However, many club leaders have found these rules to be harsh. Lin said, "Our last strike was because the wrong date was put on the binder accidentally, but everything else was correct."

"I think the system should give clubs a chance to correct mistakes before they receive strikes," Arya Kunisetty (Class of 2025), former leader of Quiz Bowl Club, said, "It sometimes feels overly bureaucratic—like the process is designed more to catch errors than support student initiatives."

"IT SOMETIMES FEELS OVERLY BUREAUCRATIC—LIKE THE PROCESS IS DESIGNED MORE TO CATCH ERRORS THAN SUPPORT STUDENT INITIATIVES."

Gebrekidan said, "We don't find joy in getting mad at clubs. Of course, we always try to make clubs' lives easier; one way I did that was by combining the November and December binders this year, because there were finals, and I wanted to give them a little peace of mind."

"If there's any club that has a

deep hatred or really wants to change something, they could contact us. And if they make a good argument, of course we can always change things," she said.

Financial Insecurity

One rule in particular that has sparked significant controversy is that student funds are held in bank accounts managed by the school. Since ASB is a nonprofit organization, all financial activity must go through the school. This means that every deposit and withdrawal of money needs to be signed off through a form before the transaction can be completed. Many clubs have found that the process takes much longer than expected.

Timothy Lin (12), an officer of the Youth Alive club, said, "The whole process, including the dispensing of money, reimbursements, and updating our account balance, can take far longer than those 2 weeks."

School accounts clerk Mrs. Phillips, who oversees the entire process and manages club finances and bookkeeping, emphasized that these delays are avoidable. She said, "Delays are only caused if clubs miss deadlines or submit incorrect paperwork."

The way funds are overseen can also restrict how clubs can fundraise under school rules. One rule that has drawn significant criticism is the requirement that clubs can only collect cash for fundraisers, rather than allowing card or digital payments.

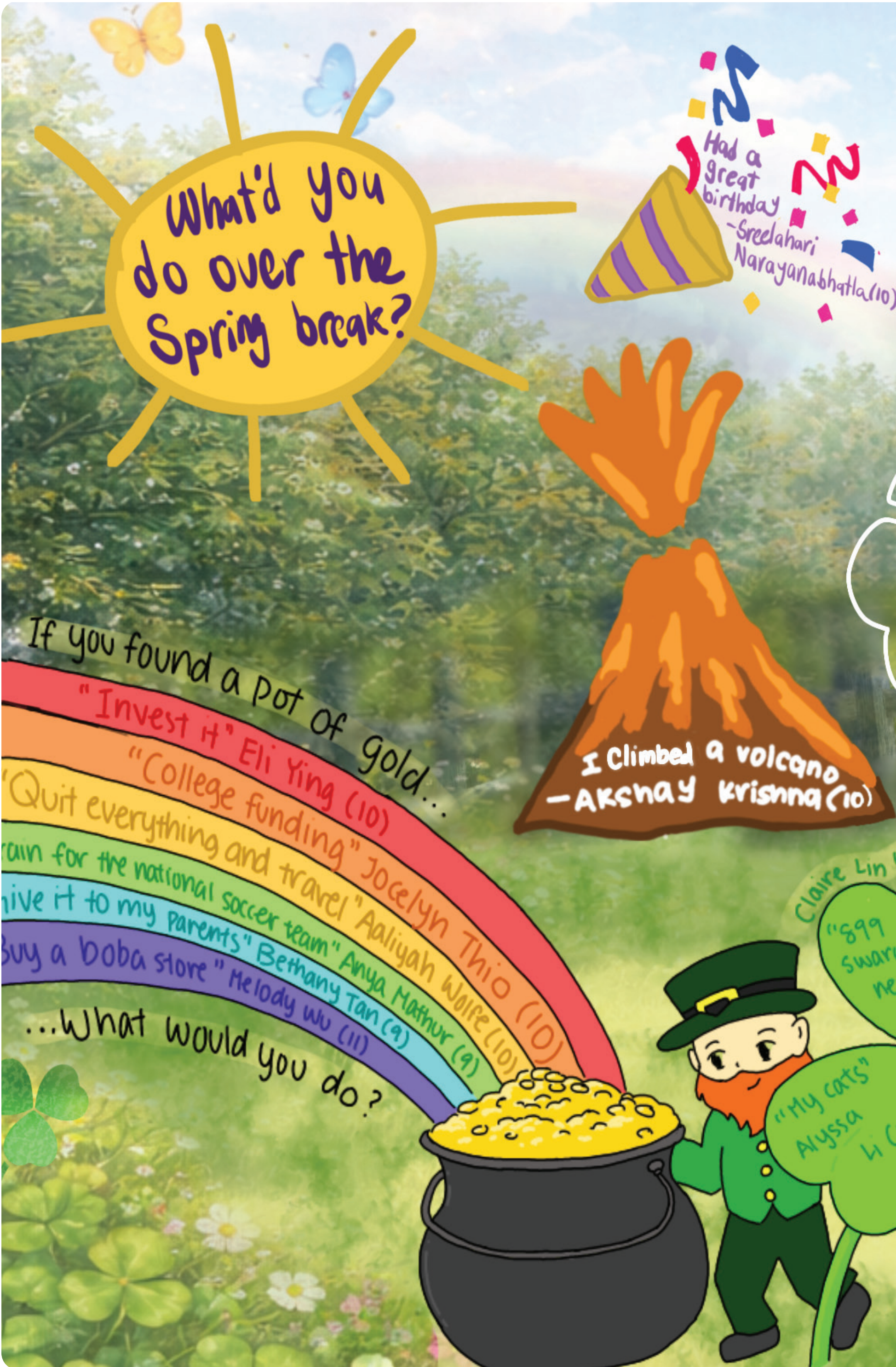
For instance, Aneek Mandal (12), former leader of the now-dissolved Photography Club, described how this rule limited their club's fundraising during a boba-selling event. "Many people wanted to buy boba, but since they didn't hold cash, they were left without a drink, and we really didn't fundraise that much," he said.

Ms. Phillips has confirmed that clubs are not restricted to using or accepting cash; however, the challenge with credit card use is largely logistical rather than a strict rule, according to Mr. Anderson.

While ASB owns equipment to read credit cards, the school is unable to create new accounts to use the service for each club. "We would have to give managing access of the accounts to whomever wanted to use the credit card machine. There really is no logistical way for clubs to have access," said Mr. Anderson.

"They can maybe have people make online payments and show receipts, but that's about it," said Mr. Anderson. "If anybody messes anything up, the whole school loses their ASB non-profit status."

The challenges, ranging from financial delays to fundraising limitations and complex approval processes can make it difficult for clubs to run smoothly and expand their impact.



What'd you do over the Spring break?

Had a Great birthday
-Sreelahari Narayanabhalla(10)

I Climbed a volcano
-AKSHAY KRISHNA(10)

If you found a pot of gold...

"Invest it" Eli Ying (10)

"College funding" Jocelyn Thio (10)

"Quit everything and travel" Aaliyah Wolfe (10)

"rain for the national soccer team" Anya Mathur (9)

"give it to my parents" Bethany Tan (9)

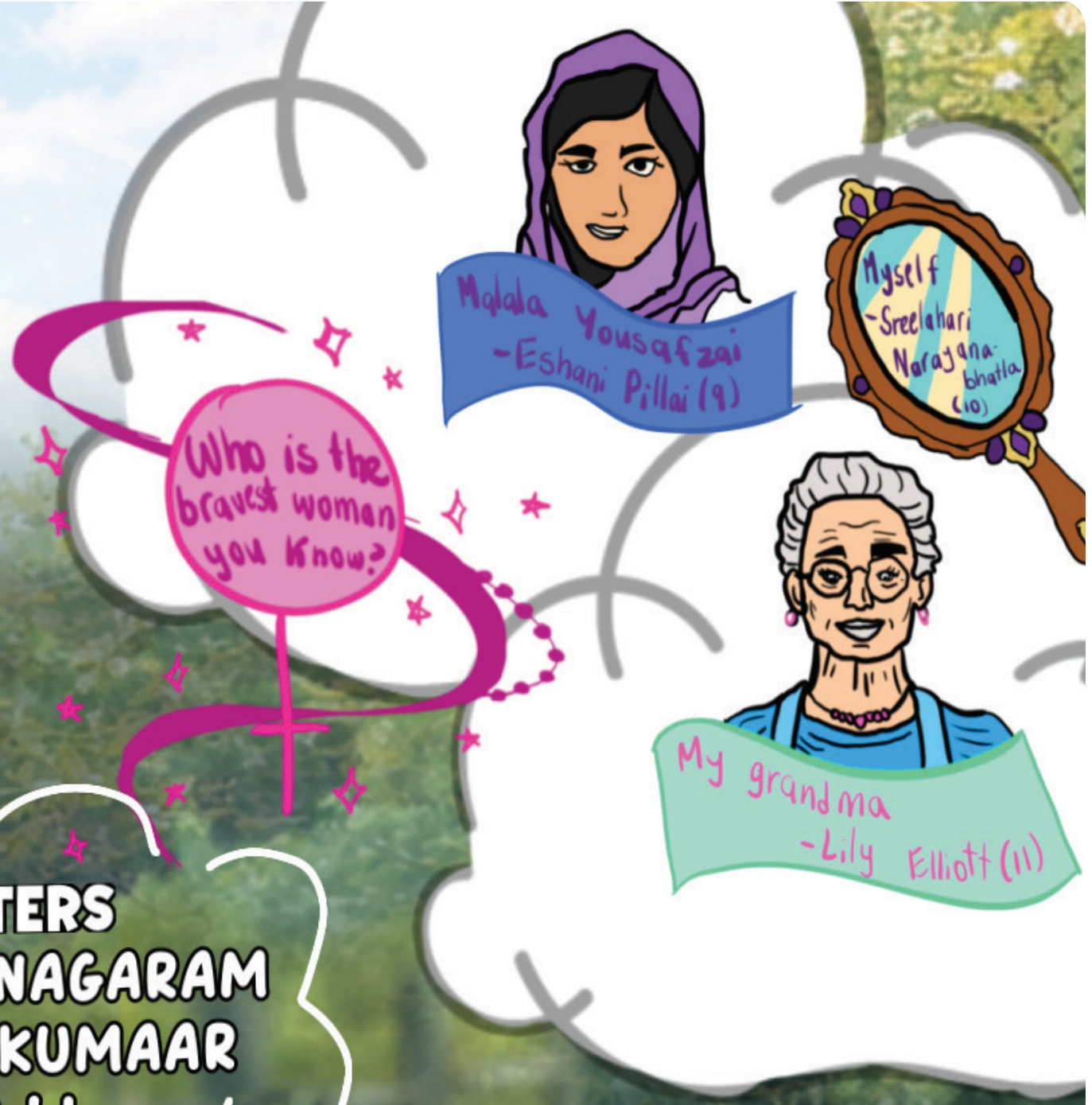
"Buy a Boba store" Melody Wu (11)

...What would you do?

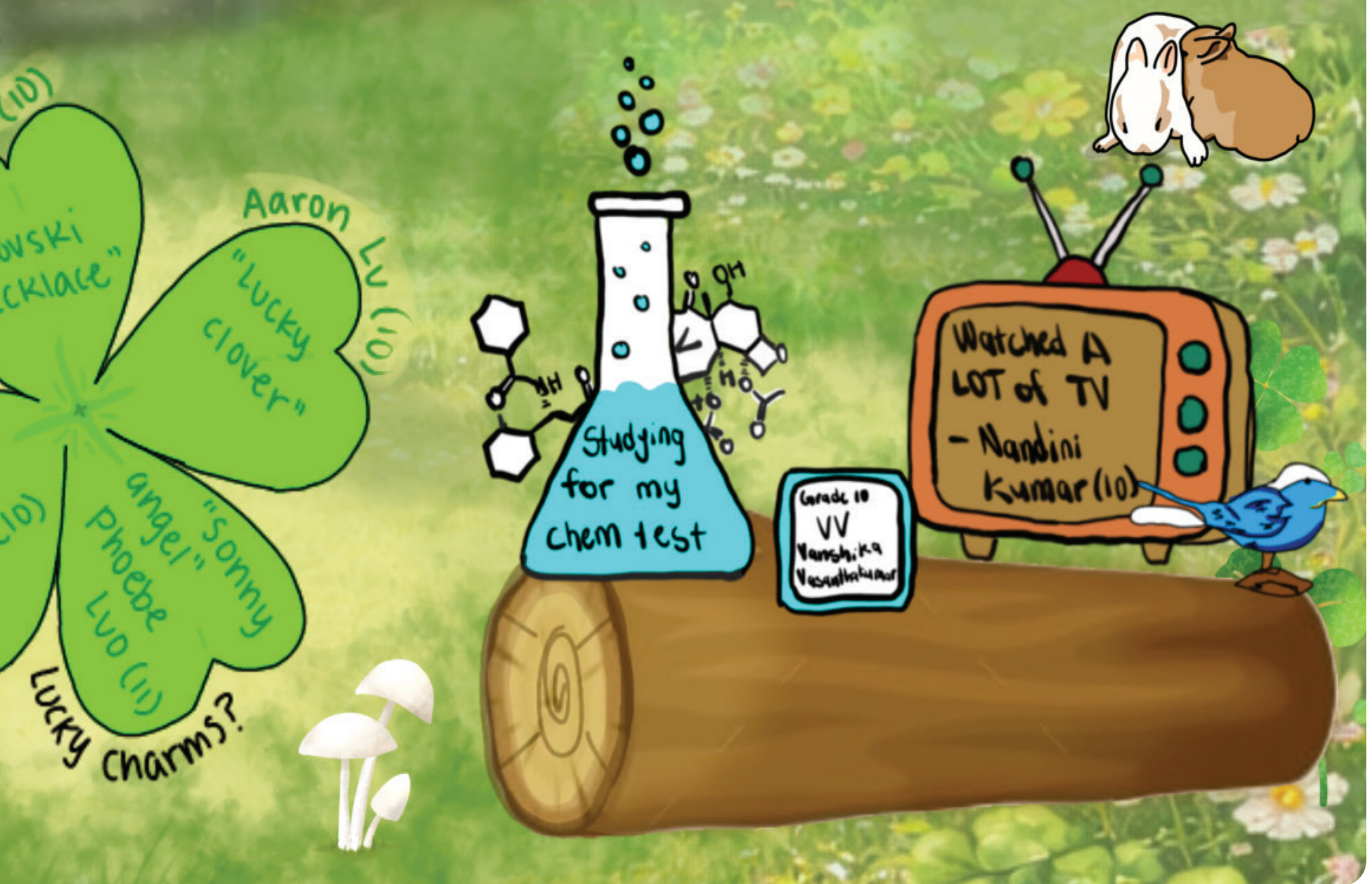
Claire Lin

"899 Swary ne"

"My cats Alyssa L C"



STAFF WRITERS
AKSHAYA JYOTINAGARAM
AKSHYA RAAMKUMAAR
ANGELLA LI



March, not April

When it comes to spring break, the better and more effective choice for students is earlier

Iniya Prabahaar
Staff Writer

March, not April, is the obvious choice for a well-timed and well-deserved spring break. Schools that schedule spring break in April are doing their students a disservice rationally and academically.

From a purely logical standpoint, March fits better for spring break because spring officially begins in March. According to *The Old Farmer's Almanac*, the first day of spring is marked by the spring equinox, which has historically fallen between March 19th and March 21st. The weather begins to reflect this change from winter to spring as well. According to *The Weather Channel*, temperatures are finally hitting the high 70s and low 80s in mid-March in Fremont, creating the first real taste of spring after months of colder weather. After months of gray skies and cold mornings, March feels like a turning point. That's the kind of moment that spring break matches with.

"The weather in March is perfect for break. It's the time where you can actually go out to the beach, hang out with friends, or just enjoy being outside," said Ruchita Deshmukh (12).

By April, that sense of transition is already gone. Spring is no longer arriving; it has already arrived.

March is also better timed for students' academic schedules. The stretch between winter break and April is simply too long. Once January ends, the second semester quickly turns into a nonstop grind, and occasional Mondays off do not meaningfully decrease stress. By the time April rolls around, students are already studying for AP exams or finals. At that point, a "break" hardly feels like one.

"Last year AHS's break was in April, and I remember spending the majority of the break study-

ing for finals and AP exams. I would prefer a break in March, because then I can actually relax without having to worry about the impending doom around the corner," said Deshmukh.

Instead of relaxing, students spend the break in April catching up, stressing, and thinking about everything waiting for them once school resumes; it ceases to be a restorative break.

Timing matters even more in March because of Daylight Savings Time. Losing an hour of sleep is bad enough, but in the middle of an already exhausting semester, that lost hour can make everything feel worse. Students are more tired, less focused, and more irritable—and all the while—they are still expected to perform at the same level. A break during March offers a chance to recover exactly when students are being stretched thin.

"Mid-second semester is when everyone starts to get burnt out, and having a break at that point is perfect for everyone to reset and come back to school fresh and ready to learn," said Deshmukh.

March also offers a clear advantage in terms of religious neutrality. April breaks are frequently connected, directly or indirectly, to Easter, even if not always openly stated. That creates a schedule that feels centered around one religious tradition, and this matters in a student population as diverse as that of AHS. If public schools are meant to serve every-

one, their calendars should reflect the Constitution's promise of religious neutrality, not the timetable of one faith's tradition. Public schools, after all, are supposed to remain neutral on matters of religion. A March spring break does not carry the same religious association. It's more neutral and thus more appropriate for a public school system meant to represent students of every background.



Nothing but open skies and lush grass during the month of March at Fremont's Coyote Hills (Photo Credit: Aarna Gokarn (12)).

April, not March

When it comes to spring break, the better and more effective choice for students is later

Suhani Thakkar | Staff Writer

Spring break gives students a much-needed break from school, but its timing this year may make it not as helpful as intended. The break this year in March forces students to study for AP exams as soon as they get back with no time for them to refresh. Having a spring break in April—not March—as students have had during past years, could better help students recharge and ready themselves for the hardest part of the school year.

One big issue concerning the earlier break is that it makes the rest of the year a lot more stressful. As Shriya Sreevathsa (11) said, "I like having spring



A photo of the sunset in April at around 8:00 PM. "I feel like when the sun sets later, I'm just happier overall, so I love when our break in April so that I can take full advantage of that to go out and have fun," said Maturi (Photo Credit: Suhani Thakkar (11)).

break later because it gives me more time to study for my AP exams as they get closer. With the break in March, APs are so much worse, since I have to balance my grades and exam prep at the same time," she said.

A later spring break also prevents excessive burnout. While the months before break can be tiring, having spring break in April makes the long stretch before summer easier to manage. Ishika Maturi (10) explained, "I would rather burn out before spring break than after, since after spring break, I cannot afford to burn out because of finals. With 2 months of school after spring break this year, I am really worried about burning out before the end."

Before April, there are a lot of days off between the months of January and March, including Martin Luther King Jr. Day, Presidents' Day and teacher development days. That makes a break in March unreasonable. "We just have so many Mondays and Fridays off in those 3 months, so I feel like burnout isn't really a problem," said Sreevathsa. "Because of this, a later break would make more sense, since we would not really need a full break so early when there are frequent days off."

Aside from studying, many people want a later break so it can be as enjoyable as possible. In March, Daylight Savings Time is just starting, so while the days are longer than in winter, the sun still sets at around 7:00 PM. By April, nighttime only arrives at around 8:00 PM. While this may not seem like much of a difference, the later sunset gives people more time to do activities or hang out with friends. It can also positively impact many students' mental health, as many studies show longer days are strongly correlated

with better moods and energy.

Also, a spring break in April aligns with holidays such as Easter, giving students more time to celebrate and participate in gatherings and traditions. Without an appropriately timed break, many students are required to return to school the day after the holiday, which limits participation in activities and time spent with family.

A later spring break allows students to utilize their time to study more effectively and brace them for the hardest part of the year. It also aligns with longer daylight hours and holidays, making the break more pleasant for students. Overall, a later break ensures that the time off truly serves as a time for rest and relaxation while simultaneously allowing students to prepare for the last stretch before summer.



A photo of the calendar with spring break in April (Photo Credit: Suhani Thakkar (11)).

Standardized testing feels pointless

Annual testing sparks debate about its value in the classroom

Tiffany Notice | Staff Writer

Every spring, classrooms across California shift their focus away from regular lessons and toward standardized assessments such as the i-Ready, CAASPP, and CAST tests. These exams are meant to measure progress, but for many students, they feel disconnected from actual learning. Instead of helping students grow academically, state testing interrupts instruction, replaces engaging activities with test preparation, and leaves students questioning what the tests are actually for.

Many students say they do not fully understand the purpose of these tests. Sohila Elattar (12) said, “I frankly think state testing is a waste of useful time that I could be using to work on my future education instead of something that is going to be a statistic.” Since the scores from these exams don’t count heavily toward students’ future after high school, students rarely receive clear explanations of what the results mean or how they can improve.

A common concern is the amount of stress that

comes with exams like the CAASPP testing. Elattar said, “When teachers give me short notice on when we have to take another one of these tests, it makes me feel a little annoyed.”

The exams usually take several hours and may continue over multiple days, requiring long periods of focus. “The pressure to perform well combined with how long they can take is exhausting along with the other 5 classes that we have,” said Elattar.

The rhythm of the classroom is shifted during this time as well; teachers often have to adjust their lesson plans to make room for preparation and testing schedules. As a result, time that could be spent on collaborative projects or subjects that students need help with is replaced by testing sessions. Kenneth Huynh (12) said, “During testing weeks, it feels like we pause everything we do for something we haven’t learned in years.”

However, not all students view standardized testing as entirely negative. Ayari Garcia (12) said, “I only like it because of the snacks.” While lighthearted, this comment illustrates how students find small positives during testing periods, even if they do not support the tests themselves.

Assistant Principal Mr. Peterson said, “It’s a good way to keep a record of students’ progress and help them monitor their own growth. Standardized tests can impact placement at public universities, which makes them relevant for students planning ahead.” Many educators make the argument that standardized testing provides essential data to support students throughout their high school years.

Even so, state testing often increases stress and schools provide little explanation of how it helps with higher education or benefits students’ high school careers. If schools want students to feel more engaged and supported, it may be worth communicating with students the impact of these tests.

Nothing left to say

- HUMOR -

A very high-effort protest against writing another article

Sachi Ladole | Staff Writer

This article was originally intended to have a lot of things: a witty hook, a series of balanced arguments, and a conclusion that ties everything together with a neat little bow. However, after 45 minutes of staring at the harsh glow of a Google Doc that has stubbornly remained empty, the realization has set in that the most honest piece of journalism possible is a formal protest against writing itself.

Every adjective feels like a chore, and every “clever” pun feels like a cry for help. It’s a feeling known by almost every student at AHS, especially now that the weather is warming up and the countdown to summer has started to take more importance over homework. Walk into the library during this time of year, and the same expression is mirrored on every face, what some refer to as the “essay-induced trance.”

“To be completely honest, I’ve reached a point where I can’t even write a grocery list without looking for 3 unique sources,” said Staff Writer Displeased Darl (11). The creative well hasn’t just run dry; it’s been bulldozed over again and again.

The keyboard feels harder to press each day, as if every key is Mount Everest your fingers need to

climb over. It’s gotten so bad that even Google has given up on autocorrection; the little squiggly lines of red and blue are a friend of the past. If words were currency, we’d all be bankrupt, trading our yawns for commas and sighs for semicolons. Sluggish Sally (10) agreed, adding, “If I have to write one more word I might ‘accidentally’ turn my laptop into a frisbee.”

And it’s not just the *Eagle Era*—look in any English classroom and you’ll find similar examples. This is a generation raised on word counts and thesis statements—who spend their lives “finding their voice” only to have it restricted to specific fonts and

one-inch margins. Between 1,500-word history papers and college prompts asking us to summarize the human soul in 250 words, it is safe to surmise that the average student brain has officially hit “Capacity FULL.”

The editorial instruction is always to “dig deeper” and “look for unique sources.” But what are the staff writers meant to do when the results of that excavation are a few old gum wrappers and a profound need for a nap? With the end of the year in sight, the internal monologue of the student body has shifted from academic analysis to a repetition of “Is it June yet?”

In the interest of our sanity, the white flag is being raised. The rest of this space is dedicated to sending a very powerful message: a plea for peace and a protest against writing. We have... nothing left to say—and more importantly, a word count that this article still needs to be hit.

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Sally tested the aerodynamic properties of a MacBook Air (Art Credit: Sachi Ladole (9)).



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The BAAZI battle

Highlights from FUSD's high school dance teams at BAAZI 2026

Keerthi Vasudevan | Staff Writer

Each year in March, dancers across the Bay Area gather at the Mexican Heritage Center for one of the biggest Bollywood competitions in California: BAAZI. Known for its high-energy performances put on by student dancers, BAAZI 2026 had its third show on March 7th. With a collision of tradition and modern fusion, San Jose State University's (SJSU) Saharaa and AHS's Nritya lit up the stage during their respective showcases.

This year, Irvington HS's Sitaare took home gold, winning the cash prize for their school for the first time ever. "Irvington really deserved the win because you could tell how much fun they had," said Hrudya Namburu (9), who has attended BAAZI for 3 years.

In addition to winning first place, Sitaare also won Best Costumes, and one of their dancers won Best Female Dancer. Aside from their enthusiasm, Sitaare's classical portion and song selection secured the win for their team.

Right behind them on the leaderboard was Mission San Jose HS's Ishaara, who have made it to finals in all 3 of BAAZI's seasons. Ishaara has consistently won 2nd place for the past 3 years and even won the award for Best Choreography this year. "I feel like Ishaara could have won first," said Maddie Jin (10), a dancer on AHS's Tufaan. "Ishaara should have won first because their execution of hard choreography was so much better."

Third place went to Foothill HS's Fizzaa,



AHS Tufaan posed for a picture at the end of their BAAZI performance (Photo Credits: Keerthi Vasudevan (9)).



AHS Nritya started the Bharathanatyam portion of their BAAZI showcase (Photo Credits: Keerthi Vasudevan (9)).

which took home a BAAZI trophy for the first time ever. One of their captains, Farhan Khan, also won the award for Best Male Lead.

Typically, all the awards are spread out so that at least 5 teams have different awards to take home. This

year, all of them were given to the 3 teams that placed for the cash prizes.

Each year, BAAZI showcases one special college team. This year, the exclusive showcase at BAAZI was from Saharaa, SJSU's very own fusion Bollywood team. Many felt that this showcase was better than the previous years. "[Last year, UT Dallas's Raftaar] literally started talking during their own dance," said Namburu. "Saharaa was so much more fun to watch," she added.

In addition to AHS's Tufaan, AHS's Nritya also did a showcase at BAAZI. Though they cannot officially place, BAAZI often holds showcases for classical teams. This year, Nritya did a classical performance that blended several forms of traditional Indian dances such as Bharathanatyam and Kathak. The soundtrack mixed both classical beats and modern songs to create a fusion that brought lots of applause from the audience.

The final half-hour was dedicated to the BAAZI Battle, a freestyle portion of the competition. All the teams gathered in a circle on stage and sent up 1-5 members to perform an impromptu dance to songs that the host chose. Wilcox HS's Manzil, Irvington HS's Sitaare, and Washington HS's Taal dominated.

In the end, BAAZI was more than just a competition; it was a celebration of Indian culture in the Bay Area—one that continues to inspire many high school students each year.

BAFTA's editing blunder

Incident involving attendee with Tourette syndrome raises questions about editing decisions and disability awareness

Ananya Pangarkar
Staff Writer

At this year's British Academy Film and Television Arts (BAFTAs) award show ceremony, a controversial incident raised questions about the organization's censorship practices and approach to disability representation. During an award presentation involving Michael B. Jordan and Delroy Lindo, two Black actors, campaigner John Davidson's Tourette syndrome caused a vocal tic of a racial slur.

The incident aired uncensored despite the fact that the BAFTAs operate on a 2-hour broadcast delay, which typically allows producers to review and edit content before it is put on air. The controversy intensified when audiences discovered that during the same broadcast, the BAFTAs had censored a separate instance of a filmmaker saying "Free Palestine" in his acceptance speech. This selective editing has sparked debate about the BAFTAs' editorial standards, decision-making process, and overall responsibility as an organization.

Davidson attended the BAFTAs specifically to promote his film about destigmatizing Tourette syndrome, making the incident particularly damaging. Kritika Sarkar (11) said, "Now, so many people on social media are hating on this guy, saying he was faking his Tourette syndrome, or blaming him for saying the N-word when it was his Tourette syndrome—it wasn't some voluntary thing. There

ends up being the opposite effect," she said.

James Lee (11) emphasized the intentionality behind these decisions. "Not censoring his tic and then censoring 'Free Palestine' is like specifically choosing to stigmatize [Tourette syndrome]. It's like they're specifically doing it to show, 'Oh, look at how crazy these people are.' It feels very targeted," he said.

Sarkar expressed skepticism about whether the incident was truly accidental. "I didn't know what the BAFTAs were beforehand. Through this situation, I think they wanted more publicity, so more people would watch. Why else would they seat him 40 rows back and then put a microphone right in front of him, knowing he had tics? They set him up," she said.

The incident has prompted much conversation regarding what the organization considers hate speech and the political statements they make. "I think they should have censored the N-word, because that is clearly hate speech. But 'Free Palestine' isn't, because all you're saying is that we should help the people of Palestine," Sarkar said. "You're not supporting the country itself; you're supporting the people, who are just regular civilians who didn't do anything wrong."

The BAFTAs have also spurred discussions about the involvement of politics in art settings

like award shows. Some attribute the BAFTAs' choice to censor "Free Palestine" as a way to try to maintain some kind of political neutrality. Teacher DeBlonk, an English teacher, said, "Everything has a political aspect to it, no matter what. And this choice the BAFTAs made is making a very clear political statement. Choosing to censor someone saying 'Free Palestine' is more of a political statement for the award ceremony itself than to allow someone on stage to say what they said."

Beyond the political statement, Teacher DeBlonk also emphasized the broader responsibility of the awards show toward the individuals involved. "This has put so much attention on [Davidson] in a way that was entirely preventable," they said. "The award ceremony has a responsibility to the actors, because it's very distressing to have this word yelled at you, but it's also distressing to the person who they invited to the award ceremony who has a tic."

As the BAFTAs face continued scrutiny over their handling of both the Tourette syndrome incident and the censorship of "Free Palestine," the situation serves as a reminder of the consequences when organizations fail to balance their responsibilities with the needs of the individuals who they invite. Both Davidson and the BAFTAs have since issued apologies for the controversial situation. "I do think it was proper for [Davidson] to put out a response because of what happened," Teacher DeBlonk said. "That should be the end of it, though. It happened, he explained, and he apologized."

The journeys of AHS teacher assistants

How TAs build relationships, reduce teachers' workloads, and foster meaningful conversations

Jovina Zion Pradeep

Staff Writer

In most classrooms at AHS, teacher assistants (TAs) quietly help teachers keep classes running smoothly while gaining the opportunity to learn how classrooms operate.

TAs can be found not only in classrooms, but also in the library and the school office. The process of becoming a TA at AHS typically involves filling out a form, receiving approval from the teacher or staff member whom a student hopes to assist, and demonstrating strong academic standing and behavior.

English 12 teacher Mr. Demartini said his TAs often help score small daily assignments that encourage students to keep up with the class. These assignments motivate students to do the reading. "If I had to read every single one every day, I would get nothing else accomplished," he said. "TAs free up my attention for lesson design and grading major essays where my experience is more valuable."

Sophia Huang (11), one of his TAs, explained that her daily tasks include grading papers, organizing class materials, and delivering items to other teachers. "It's a nice feeling, knowing you're helping the class run more smoothly and taking some stress off the teacher," said Huang.

Students like Janice Eom (10), who have been

in classes with TAs, notice the impact that they can have in the classroom. "I think they help students worry less about getting their grades back on time because there are two people getting things graded," said Eom.

While most teachers have TAs, not every classroom relies on them. AP World History and AP US History teacher Mr. Kaeding, who does not have any TAs, said he adapted his curriculum to rely on digital tools to perform many of the tasks that his TAs once handled. "I assign a lot of work



"If you're not comfortable talking to certain people as an assistant, you have to learn to get over that. We interact with teachers, students, vice principals, the principal, custodians, and every kind of person on campus," said Pauls (Photo Credit: Jovina Zion Pradeep (12)).

digitally through Google Classroom," Mr. Kaeding said. "Having a TA might make me more inclined to do complex activities that involve lots of setup."

Teachers not only appreciate how TAs often take on tasks that lighten their workloads but also value the relationships they build with them throughout the school year. "It's cool to have a student you can just chat with on the side," Mr. Demartini said. "It's an opportunity to connect with students in a different way."

Roshan Pauls (12), who is an office TA, said his decision to apply for the role was influenced by the opportunity to spend time with familiar staff on campus. "I grew a deeper bond with my counselors when asking about my future plans in college, so I wanted to become an office assistant to see them more often," said Pauls.

Pauls also described his memorable experience of connecting with students he might otherwise not have met. "You interact with new people and improve your communication skills," said Pauls. "I once met a student from Egypt, which is a place I've always wanted to visit, and now he's teaching me Egyptian Arabic."

Pauls said, "I think every day as a TA is fulfilling because it's a blessing to help people."

Behind the feathers

A look inside Barrack the Eagle's hidden work behind AHS school spirit

Anthony Liu | Staff Writer

At nearly every rally and football game, the Eagle mascot is impossible to miss. Known to students as Barrack the Eagle, the oversized costume, energetic dancing, and constant high-fives make the character a familiar part of campus events. But behind the costume is a role that involves more preparation, responsibility, and effort than many students may realize.

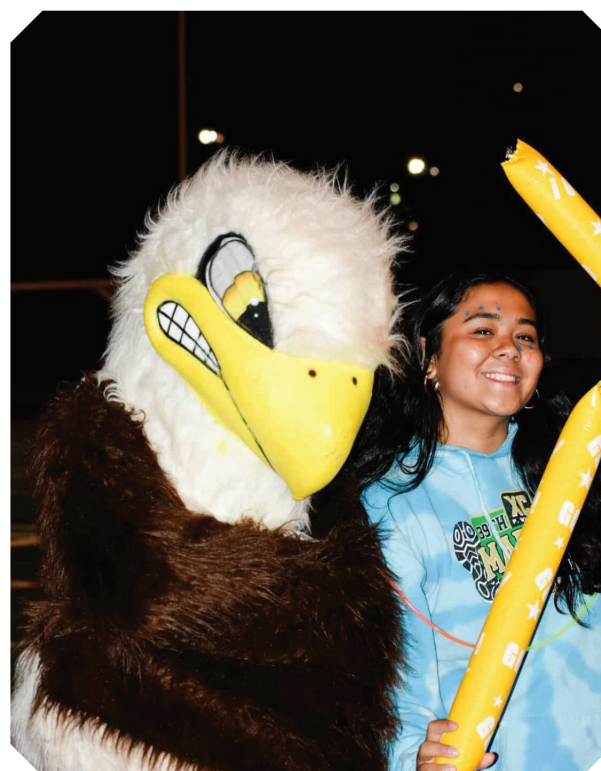
The student inside the Eagle costume, who will be kept anonymous, said the role was something they had wanted to try for a long time. "I applied to become the Eagle mascot because it was always my dream to be Mickey Mouse, and I wanted to start by becoming the school mascot," they said.

Before appearing in front of hundreds of students at the rallies, the mascot goes through a routine of preparation. They said, "The most challenging part of being the mascot was how hot the costume was and how long it took to put on and off. It was definitely a rare experience I would have to go through." The costume itself is bulky and layered, making it difficult to wear for long periods of time, and getting fully dressed can take a while. This can be especially challenging before large events like rallies where everything has to be ready on schedule.

Being inside the costume also creates many other unexpected difficulties. The Eagle mascot explained that even simple actions become more difficult when visibility is limited. "Most people don't realize that when you're in the costume, you literally have the eyesight of a goldfish. People try

to high-five you and you completely miss it because you can only see a third of what's in front of you," they said. Moving through crowds, staying balanced, and reacting to people all become more challenging when vision is restricted, forcing the mascot to rely more on awareness and timing.

Despite the challenges, the role continues to create unforgettable memories. The Eagle mascot recalled one of their favorite experiences while performing for students. "During Maze Day, I started dancing on top of the lunch tables to Katy Perry's song, 'Firework.' It was my first time wear-



Barrack the Eagle spent some down-time with friends (Photo Credit: Alyssa Lemus (11)).

ing the suit and it was so hot, but I got applause so I am happy about that."

While the identity of the student playing the Eagle remains a secret during the year, the student said they hope their work eventually gets recognized, weighing in on the idea of revealing themselves. "I think that the secret identity of my mascot should be revealed at the end of the year because I want the credit for those dance moves."

Students watching from the crowd often see the mascot as a central part of rallies. Lillie Elliott (11) said, "When I see the Eagle at rallies, it makes everything feel more exciting. It feels like the rally has officially started once the mascot shows up."

Elliott explained that even without directly interacting with the mascot, Barrack's presence adds to the experience. "I've never actually talked to the mascot, but everyone watches what it's doing. It gets people laughing and paying attention," she said.

Elliott said rallies would feel noticeably different without the iconic campus character. "If the Eagle wasn't there, I think it would feel kind of empty. The mascot is part of what makes the rally feel like our school."

Even though most students never see the preparation or effort behind the costume, the mascot's role continues to shape the atmosphere of school events. To Elliott, the mascot represents something bigger than just a costume. "Without the Eagle, there's no us," she said.

AHS hosts its yearly March Madness tournament

The promotion, coverage, and student turnout of AHS's March Madness

Marjan Nabizada | Staff Writer

The excitement of March Madness does not just happen in college basketball. At AHS, students bring that same competitive energy to their own version of the tournament. This annual school event has become something many students look forward to, bringing together athletes, organizers, and spectators in the gym during lunch.

A lot of work happens to make the month-long event possible. Members of the leadership class spend weeks organizing the tournament, planning rules, coordinating with teams, and promoting the event to students.

Organizer Amber Hillman (12) explained that planning an event like March Madness requires collaboration between people on campus and takes about a month to prepare. Even with the extensive planning, one of the biggest challenges is getting students to attend the games. "It's during lunch, so people don't want to spend their lunch in the gym," Hillman said.

According to Hillman, to increase attendance, organizers promote the event through several different platforms like Instagram, email, and 5-Star to spread the word to students across campus.

The success of the event is often measured by the number of students who show up during lunch and the energy in the crowd, depending on both student turnout and the energy in the gym. Hillman said, "[We measure success as] teams taking it seriously and putting in their own time outside of school."



Tpumps Elite, which includes [left to right] Neer Patel (11), Amari Vance (11), Shaun Matthew (11), Hari Maley (11), Farhaan Ansari (11), and Zoravar Samra (11), will be advancing to the final (Photo Credit: Hudah Hassanin (12)).

Hari Maley (11), who also organized the event, said that the greatest challenge was making sure everything ran smoothly. "The stressful part is not organizing. It's having to execute everything when you have everything planned," Maley said. "When the day actually happens, things that you don't know could be occurring which can cause problems."

Despite the challenges, organizers say that strong student turnout makes the event exciting and worth the effort. Maley explained that when more students

attend and participate, the atmosphere in the gym becomes more energetic and memorable.

For the players in the tournament, preparation also played a role in their performance. Varsity basketball player Dominic Castro (11) said his team spent several weeks getting ready for the event and thinking about their strategy. "We've been preparing for 3 weeks. We've been discussing our game plan and what we're going to do to win," said Castro.

Unlike traditional school sports teams, however, preparation is often less structured. Castro explained that teams usually rely on quick thinking during the games rather than formal practices. "We don't really do practices, but we just go off the fly," Castro said.

One of the highlights for Castro and his teammates was winning their first game of the tournament, which helped them avoid elimination early on. Castro said, "If we lost, then we would have gotten into a sudden death. So winning our first day was good."

Even though the gym can get loud with cheering students, Castro said his team tries to stay focused on the game itself. "We just ignore them. We play our own game, and we get out with the dub [or win]," Castro said.

Despite challenges like promotion, planning, and recognition, events like March Madness continue to bring excitement to campus. The tournament not only gives students a chance to compete, but also gives them something fun to look forward to during the school day.

With organizers working behind the scenes and players competing on the court, March Madness has become a tradition that brings energy, competition, and school spirit to AHS every year. "Compared to previous years when we had more people in an event, it was definitely more hype," said Maley.



April Word Search

Tegbir Kaur and Carolyn Baskar John | Co-Editor-in-Chief, Design Editor

P Y Y R D P P M Q B H I P Y S
 D X O N I U Q E Z G L E X D M
 B J G W T K Q N G K P R M S P
 L U Y L F R E T T U B B F R Y
 Y N D Y S I A D J L Z M G E H
 P Q X C R U M N R A K N L W U
 R H Y M A L Q N V I I K B O M
 M D P S B D R I B N Z B Y L M
 D I T U B X Q N E K M Z S F I
 M D J N I I U D K Y N H L E N
 I R B S T A R T D C B I H E G
 A X L H E A B R E E Z E B F B
 P C O I G G O G T A G Q M O I
 B G O N B N E L L O P R W E R
 B O M E A N Q M P I L U T I D

- bloom
- breeze
- butterfly
- daisy
- drizzle
- equinox
- flowers
- gardening
- hummingbird
- pollen
- rabbit
- robin
- sunshine
- tulip



Scan for Answers



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