

the accolade

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UNKNOWN

The Accolade focuses on unknown elements of pressure for students at Sunny Hills. Turn to pages 4-10 to learn more.

From the Editor

Dear Reader,

Well first off, you're probably wondering why it took us so long to publish another issue. Sorry about that — we wanted our content to be as amazing as possible. But this time, it's in the form of this magazine.

Our staff has worked incredibly hard on this, delving deeper and deeper into topics that they themselves never had to cover. Major props to them. This entire project took us almost three months.

We also want to thank my parents and the parents of Michelle Buckley, Christine Choi, Hanna Oltman, Tiffany Lee and Camryn and Tyler Pak. Without them, none of this would have been possible.

This magazine isn't the first one published in Sunny Hills' history. Actually, *The Accolade* used to publish a magazine in the '70s, and we've "revived" this medium. Hopefully, it becomes another tradition that carries on for years to come.

We decided the theme for this issue was going to be "Unknown." We originally wanted to choose "Uncovered," but that had too much of a "negative" stigma. Instead, we're celebrating the "unknown" differences, diversity and talents of the student body (the ones we could find, at least).

We also created a new section called "Focus." On pages 4-10, we essentially zoom in on four categories of pressure SH students face: the expectations from others to "keep up" with their ethnic cultures, the drive for academic success, the desire to cross the line with society's rules and the struggle to free ourselves of what our peers want from us. We hope this creates a comprehensive review of what the subject really means to students on and off campus.

Finally, we spotlight the successes of other students whom many on campus might not have heard or read about. Did you know senior Riley Shea is ranked No. 10 in the national BMX rankings? Or how about junior Ian Estrada, who's on USA's National Karate Junior team? These students are just a few you never knew about, and there's so much more.

Enjoy.



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Recognized this year and last year as the Best High School Newspaper of the 59th and 60th Southern California Journalism Awards sponsored by the L.A. Press Club.

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The Accolade explores the different forms of peer pressure inside and outside of school.

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Some students have unique talents and experiences you've never heard of. Here are their stories.

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Through a Q & A format, SH instructors share some things about their off-campus lives.

Pressure is _____.

What is pressure? Is it your friends telling you to do illegal things or is it your parents, demanding that you receive perfect grades? It may even be different facets of your culture, as you strive to conform to the “normal” standard it sets. By gathering perspectives from other students, we take an in-depth look at all of these ideas. We also have personal opinions from two members of our staff who share their views on the pressures they deal with. What do you think? Read on.

Ethnic pressure — it's real.

Whether you're African-American, Asian, Hispanic or European, everyone experiences pressure to conform to cultural standards. We interview a diverse group of students to get their take on it.

**TYLER PAK &
NOAH SOMPHONE**

Staff Reporter & Editor-in-Chief

Cum vrei, says senior Ryan McTigue as he answers his mom's call to wash the dishes. The phrase he speaks is Romanian, loosely translated in English to mean, "as you wish"

— a staple phrase of his life outside of school.

Everywhere — with his friends and loved ones — McTigue hears two languages. Yet, with it comes pressure to keep up with his culture.

"When Romanians came to America, they didn't have much after the Communist

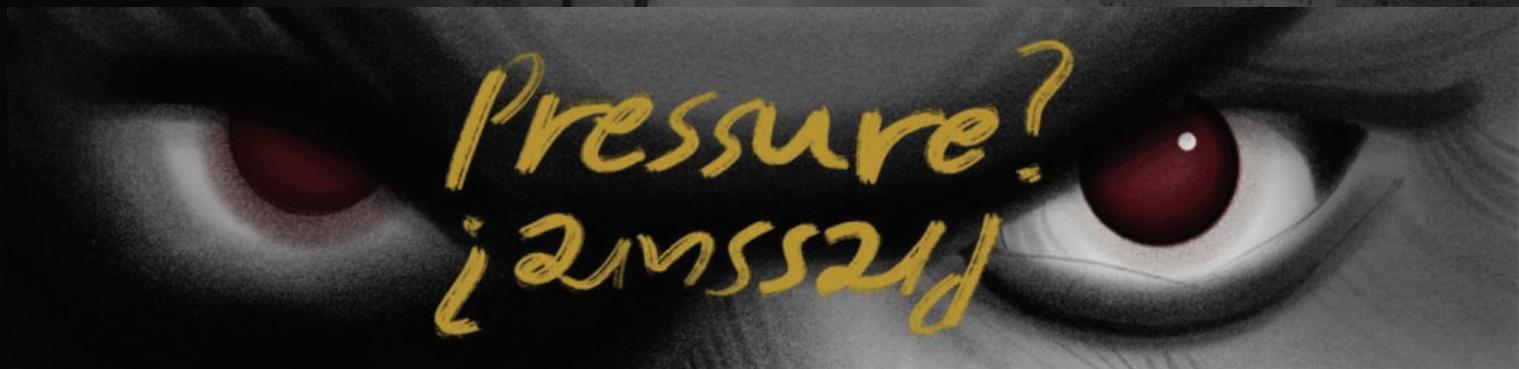
Revolution, so they stuck together," he said. "Because of that, [my] mom pushes me to have Romanian friends."

However, his mother's expectations didn't stop at finding friends. In Romanian families — in both Romania and America — the women stay home, but men are expected to go to

college, McTigue said.

"It's more about going into the medical or engineering industry," he said. "I'm going to follow that and do nursing."

McTigue's home experience is just a simple example of many ethnic pressures students face — some much heavier. Although many students don't



RACHEL KIM | [theaccolade](#)

feel like it's essential to live up to those expectations, others such as freshman Kristel Laceste, who is of Filipino descent, think otherwise.

"As an Asian, your family expect so much from you," Laceste said. "They want you to get all As, and my parents are really strict about hanging out with my friends, especially with those of other ethnicities."

Although she doesn't spend too much time with friends, the ninth-grader said her parents still restrict her from going out.

"They'll be like, 'Oh, you

hang out so much, [so] you need to stay home and study,'" Laceste said.

However, some situations are different; senior Mark Ortega, who is Mexican-American, said his tightly knit family encouraged him to have a diverse group of friends who kept him open-minded about the world.

"My friend group is all alike in that way, since we're still all the minority of the area," Ortega said. "We're all the same: middle to upper middle class people who aren't all Korean."

Motivated by his familial

upbringing, he takes AP classes where he's frequently one of the few Mexican students with a majority of Asians — typically called the "model minority." Ortega said although this brand is detrimental, the label may come with professional privileges that others don't have.

"It's no secret the world's perception of [my ethnic group] isn't ideal, perceived as solely blue collar workers," Ortega said. "There isn't as much motivation in their communities to strive for anything else."

But that hasn't been the case

with education-driven parents.

"My parents pushed me to take AP and honors courses, be in SAT camps and have a tutor most of my life," Ortega said.

He wants to show that minorities aren't their stereotypes.

"I do always feel I should try harder and show that there's more to us," he said. "I always try to live my life trying to represent in a way a side of being Mexican-American that people don't usually see; I always live to present myself well without losing who I am."

A(+)ACADEMIC STRESS

At an award-winning school, you'd only expect to find even more award-seeking students. The Accolade interviews these students who face a hefty amount of academic pressure.

CHRISTINE CHOI & ROSIE JANG

Copy Editor & Web Editor-in-Chief

An 89.9 grade in ___ class. Holding the numerous homework packets in hand and staring at Khan Academy, half-dead at 3 a.m., you want to sleep — the oh, so inviting sheets blanketed across your bed and the fluffed-up pillow waiting to take your stress away.

But alas! There are still three more chapters of the textbook to go through. As the final test creeps up to date, you study, study, study — as if there is no end.

Whether it be from parents, teachers, friends or even friends' parents, the pressure continues to pummel through the heart — the B grade is almost unacceptable to some students, as they feel as if the grade truly defines their worth. More specifically, it's the pressure to get as many As to stand out in a competitive applicant pool for colleges.

"My parents believe that success would result in having good grades, so I always had a lot of pressure to maintain my grades," said senior Syrrus Marapao, who feels satisfied with the amount of work and effort he has put in. "That's all that I ever thought about [through my four years]."

After taking all honors and AP classes throughout high school, Marapao expected school to be vigorous. However, he found comfort in his friends to motivate and push him to try harder. The pressure, after all, had been more for his benefit than his downfall.

"As high school progressed, I constantly tried to

find a happy medium where I could balance academics and fun," he said. "Finally reaching senior year, I think I've found a way to maintain that balance between [academics and friends]; I try to finish my homework earlier so that I can hang out with my friends."

Most students feel that the parental expectations for them to get into a "good" college is one of the biggest push factors; for many, a good college equates to a successful life, as most parents emphasize. Junior Daniel Lee feels that he must do better to live up to not only his parents' expectations, but also his own to achieve this goal.

"As junior year came around, I knew I had to focus more on school," Lee said. "When I was a freshman, I was very carefree and just had fun, disregarding my parents' lectures."

Like many others, the stimulus for his change in thinking came from his parents, as they almost embedded the thought of having to go to a good college into his brain by forcing him to go to numerous tutor places.

"It became a part of my conscience every time I got bad grades," Lee said. "I knew my parents would be disappointed with me when I got home after not doing well on a test."

Despite the seemingly negative pressure on students to do well academically, most students find the influence as beneficial.

"If I didn't get pressured, I would probably do worse in school," said Lee, thanking his parents for being the motivators in his life. "College, of course, was a factor in my academic well-being, but it was mostly my parents."

Looking back on the numerous influences, Marapao also feels grateful for those who have pushed him to do better.

"Honestly, [high school] lived up to my expectations," he said. "But even with the [numerous] hardships, I found a way to make the hard times of high school enjoyable."



VAPE CULTURE

“Hey, do you wanna try?” Students share their thoughts on how they respond to this question.

KIHOON KIM

Opinion Editor

**Names have been changed for confidentiality.*

You see them crowding the school restrooms — these Sunny Hills students engaging in a clearly illicit activity around a device that looks like a small flash drive. One of them looks toward you and holds out his “flash drive” to you. What do you do?

Senior Philip Kim says this has become a common scenario at Sunny Hills, as the vaping epidemic has been slowly infecting the entire student body as a result of peer pressure.

In his own experience, two or three of Kim’s friends have urged him to try vape devices throughout 2018, but he has resisted each time — for now.

“It’s the hardest to avoid these things when your clos-

est friends get into it, and [they] expect me to do the same,” he said. “I just think I’m too cool for drugs.”

Negligence toward what is going in your body might make an individual more prone to peer pressure, said senior John Smith,* who picked up vaping in junior year after using it at a party.

“One of my [closest] friends said it wasn’t bad for you and affects nothing in your body, so I just gave it a try,” Smith said.

Peer pressure can be a result of wishing to appear “cool” in front of others, senior Robert Jones* said.

“Sometimes, you just have to do it for the clout,” Jones said. “When I’m standing at a party and someone hands me a handle, I get drowned in the cheers around me, and the [e-cigarette] somehow just ends up in my mouth.”

Some are willing to deal with the consequences of what vaping does to their

minds.

“There are [countless] times when I wake up the next morning with no memories of what happened the day before,” Johnson said. “It’s dangerous, but I just can’t help it.”

Sometimes, it’s impossible to detect if an individual is truly caught in the webs of peer pressure, senior Calvin Gonzalez* said.

“Some people might just vape or smoke just to ‘be cool,’ but it’s a stupid decision that’ll hurt them forever,” Gonzalez said.

While it is dangerous, peer pressure is also avoidable through other alternatives like gum, campus supervisor Freddy Luna said.

“People need to think before doing something, and if you contemplate the value of your situation, you realize that you can use your money for better things that are better for your body,” Luna said.

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SMOKY HILLS: *The pictured Suorin Drop, Suorin Air, Novo and Phix are examples of some popular e-cigarettes used on campus by teenagers.*

TWO SIDES TO

JANA YI

Managing Editor

Expectations pile over more and more, year after year. Starting from elementary school, I have constantly had a sense of weight upon my shoulders about being the best student in class. This all started in first grade when my life was run by my mom: a tiger mom (a strict or demanding mother who pushes her child to high levels of achievement), of course. I had no way to escape from after-school programs like science camp. I was juggling more things than I can handle, but I still wanted to uphold a standard that my parents and my friends had for me.

At home, I was supposed to be the straight-A student who shouldn't go hang out with my friends unless it was for a project. My parents expected me to do whatever they wanted me to, from volunteering at hospitals one day a week for three hours to earning community service hours and awards. My parents were drowning me with the pressure to have the best grades and extracurriculars.

On top of my parents' expectations at home, my friends had their own assumptions about me, starting from seventh grade. Although they never asked me to meet a standard, I knew they would still believe I will act a certain way. They would think that I was always in a happy mood while having no problems or burdens on me. This continues till this day, which is exhausting.

With that, the academic

pressures magnified in high school because I encountered peers who were overachievers and even look down on students if they cannot meet their standards. I grew up being embarrassed about a low A, so I would stop telling everyone what I got on any test. With every test, the judgments and comments rolled in. I worried about anyone finding out about any grade that I earned because peers of mine would constantly have something to say about another student's score. I also would not want to share my good grades because I knew some people didn't do as well.

I could not stand it anymore once I was in my junior year of high school. The pressures in my life ultimately made me crash and burn during one of the most important years of high school. I ended up asking myself: what am I doing with my life? School isn't everything, so why am I trying so hard? Why couldn't I just give myself a break? Then, I finally stood up for myself.

Going through life trying to please other people didn't help me in any way. I gave in to the pressures and expectations that everyone was trying to mold for me, but I couldn't realize the repercussions of doing that. At this point, my parents and I have a better, understanding relationship while they still have a high expectation for me. Though it is time for me to go off into college, the strictness and expectations never stop, but they got better. I have come in terms with not being able to please everyone based on who they want me to be.



EXPECTATION



MICHELLE BUCKLEY

Entertainment Editor

It doesn't come as a surprise when students hear or experience peer pressure. All students face it on a daily basis, either at school or home. It can be influential and have a positive impact toward a student's development. On the other hand, it can be detrimental to a student's state of mind and can cause one to take morally wrong actions.

Throughout my nearly three years of high school, I have not had any negative experiences when it came to dealing with peer pressure directly. However, it has been hard for me to fit in with the rest of the crowd at school. For example, when I see others my age strive to be the best in a particular interest they enjoy, sometimes I think: What about me? I mean, I strive to do my best when it comes to my grades, studying for tests and working hard on homework assignments — but so do many others on campus. I have always had a passion for journalism, but across the country, students my age are submitting novels to different academies and receiving awards based on their work. What's preventing me from doing the same? When it comes to academics and student-life, peer pressure can create an inferiority complex among many students, including myself.

My dad tells me that my hard work is not just about living up to my pre-set "expectations," like getting straight A's. It's about doing my best, and if my best is not

what I want it to be, then it's OK. There's no such thing as a perfect student. Additionally, an "A" grade isn't a cherry on top. The value that comes from my hard work and effort is much greater than receiving an A. I do consider A's an academic achievement, but a letter grade is not the only thing that defines a student's ability in a particular subject. His or her hard work and determination should not go unnoticed just because of a mark. No matter the grade, as long as I push myself to do my best, I know that good will come from it.

Outside of academics, I have faced peer pressure involving holidays. For me, they aren't my thing because of my religious beliefs. I don't celebrate them — not at school or at home. But when I see others asking me what I want for Christmas or my birthday, it's hard to say, "I don't celebrate." Of course, those asking me aren't aware of the pressure I feel inside, and I never blame them for asking. But sometimes, these conversations hurt me, and it's difficult talking to them about it.

Resisting peer pressure does not come easily. Whether it comes to fitting in with the crowd or trying to outdo achievements, I and many other students face pressure daily. It can be hard going through ups and downs, especially as a high school student — a pivotal point in a student's development. It's just up to me and other students to take matters into our own hands and in the end, I'll be satisfied once I stand up to peer pressure and persevere through anything.



‘DO IT’

Four students with diverse backgrounds give their take on expectations, a main point of stress for many teenagers

TIFFANY LEE

Web Managing Editor

Get good grades. But I mean, you also need a social life, duh. Also, make sure to excel in your extracurriculars. Or, be prepared to do all three — and well.

Whether it’s inculcated by authority figures or peers, a myriad of social, religious, academic — whatever it may be — expectations tend to be thrown at high school students.

However, we can only do so many activities, and these expectations can be a burden.

The typical “model minority” Asian kid studies hard, plays 10 instruments and, well, studies even more. The playground for Asians? College admissions, which most certainly reflect the significance of academics in Asian culture. As of July 2017, we make up 5.8 percent of the

American population (U.S. Census Bureau), yet we also make up about 34 percent of University of California schools (University of California).

Senior Nathan Ooi, who was born in the United States but has Taiwanese heritage, finds these academic expectations to be overbearing but perceives it merely as a cultural aspect.

“My parents have always expected a lot from me, sending me to Kumon and Elite to improve my math ability and [Scholastic Assessment Test] score,” Ooi said.

And outside of academics, some feel the need to live up to their parents’ religious principles. Senior Ruth Ann Flores, whose father is a Christian pastor at United Christian Faith Fellowship in Anaheim, says she has to deal with “The PK (pastor kid) syndrome.”

“[Church members] expect

me to be super involved with the church and go to all the events and camps [the church] had, but I like to do things on my own ill,” Flores said.

On the positive side, she also notices that she has a stronger bond with God because of her pastor father.

Within Sunny Hills, though, lies social expectations, which lead students to feel as if they must fit a certain mold of the “ideal Lancer.” Sophomore Anika Madan has seen trends pressuring students to dress or act a certain way to reach the sought-out popularity pedestal.

“It’s not every day when someone isn’t wearing a sherpa jacket or Brandy Melville striped pants,” Madan said.

But sometimes, it’s not as simple as just fashion; peer pressure can also act as the gateway to drugs and, in turn, has seemingly led about half of

the campus to do the same.

“I don’t think that as many people would be using drugs or drinking if [their] friends weren’t the ones who encouraged them to,” Madan said.

Nevertheless, people don’t just set expectations on others but also on themselves. Junior Oge Okpala, who plays junior varsity [JV] volleyball and formerly JV soccer for a year, deals with expectations from both her coach or parents but chooses to focus on herself.

“[Coaches] expect that I have good time management skills in order to balance both school and sports,” Okpala said. “But my parents want me to focus more on school.”

I mean, at the end of the day, these expectations can be restrictive, but they can also help you achieve goals; the key is to not let it control you.



THE WANDERER

Senior Carter Houck finds inspiration for his clothing brand while traveling in Tokyo

Images reprinted with permission from Carter Houck

MINJI KIM

Feature Editor

Accolade published a previous article back in the 2016-2017 school year about senior Carter Houck's *Nothing Designs*. This article checks in on the progress he has made with his brand since.

There's always a black sticker with the letter "N" plastered onto lockers all across campus. This is senior Carter Houck's original apparel, *Nothing Designs*.

The design was created during Houck's freshman year of high school. The label focuses on the minimalistic graphics rather than the brand name," according to nothing.design.com.

"Nothing' is like [minimalism]," Houck said. "There are no words on the shirt other than the 'N' logo."

Over Thanksgiving break, he flew to Tokyo, Japan to visit a friend and came back with more than memories. He came back with inspiration.

"I like to see new cultures, so I wanted to see the Japanese way of life," Houck said.

"Everything in Japan is designed so nicely, such as the Japanese transit system where you can go anywhere in the entire city for a few dollars."

Surprised by the contrasting cultures between the United States and Japan, Houck enjoyed learning about new traditions, such as people being respectful toward elders and knowing the cultural norms that they respect and abide by. He said he couldn't have found a better time to go to southeastern Japan, with the picture-perfect foliage and breezy weather.

"It was the perfect opportunity," Houck said. "The culture, food and the people are all amazing. You could feel the energy of the country's capital."

Though Houck did not plan on working on his brand during the trip, it soon motivated and inspired him to be daring with his clothing designs. While they are minimalistic with an emphasis on graphics, he hopes that his work can expand beyond fashion.

"I want to expand it from more than just T-shirts and jackets," Houck said. "I want to

make it more like a creative agency to promote a minimalist lifestyle."

He first developed the label because of his personal interest in fashion.

"When I went shopping, there wasn't anything that really sparked my interest," Houck said. "I thought they were kind of bland."

As of the 2018-2019 school year, Houck is currently selling his fall and winter collection, which consists of hoodies and graphic T-shirts for prices ranging from \$9-\$39.97.

"I'm currently designing for the spring and summer collection that will probably be launched in a couple months," he said. "I plan on utilizing Japanese characters on future hoodies."

Houck plans to go to community college and apply to multiple internships to learn more about the fashion industry.

"My goal is to visit Paris, Milano and New York again to explore different fashion around the world," he said. "[Fashion] is so diverse, and they give me so many ideas from simply walking on the streets."

Makeshift with Thrift

Gucci, Louis Vuitton, Chanel no longer. More students are choosing to shop at stores like Savers and Goodwill for a chance to buy high-end, second-hand clothes at a lower price.

AALIYAH MAGANA & HANNAH JEONG

Staff Reporters

While many students contemplate their weekly wardrobe from name brands like Urban Outfitters and Brandy Melville, others choose a different way of buying clothes: thrift shopping.

Bottoms can average \$8.49 at Savers, a store that sells second-hand clothing and accessories, compared to Urban Outfitters' bottoms that can average \$32.

Senior Elizabeth Lee fills her closet with items from Savers in La Mirada. They range from graphic tees to oversized mom and boyfriend jeans.

"You're able to find clothes that are one-of-a-kind," said Lee, who first found out about this store from Google and now shops at Savers once every two weeks. "I also like the [faded] vintage aesthetic of it."

But Savers isn't the only place the senior checks out to find her clothes.

"[I love] going to the flea

market or swap meet ... and getting a shirt for \$5 each; no one else can replicate how it's worn down or find that similar graphic," she said.

Another thrifter, junior Ruben Parker, has been shopping at obscure hole-in-the-wall stores for two-and-a-half years. He also alternates between shopping at Savers and Goodwill.

During water polo tournaments, Parker explores thrift stores for unique pieces.

"I've found two real Versace shirts; the beige one was \$10, and the green one was \$5," he said.

Those who regularly go to thrift stores aren't influenced by the stigma that it's where lower income families shop at.

"I think a lot of the time, people think thrift stores are for people who aren't financially stable, but I think it's just a cheaper option compared to pricing these days," said freshman Jonah Alagao, who joined the thrift-shopping trend a year ago from watching YouTube

videos and reading social media posts about it.

Alagao said he now shops one to two times a month at Savers or Goodwill.

"I don't really see a reason for looking down on thrifting, honestly," he said.

With fashion from the '80s and '90s making a comeback, thrift stores are a haven for students looking for what some view as classic styles.

This throwback style doesn't seem to be fading, as it is frequently referenced by celebrities and YouTubers.

Trendsetters such as the Kardashians, a reality TV family, have been seen sporting bike shorts, while models like sisters Bella and Gigi Hadid are seen with mom jeans that became fashionable last year — which are tributes to the '80s and '90s.

YouTuber Emma Chamberlain's cropped tops and plaid pants duo brought attention to her unique style, with many taking inspiration from her.

"The clothes also look a little

better than the newer things that are made these days," Alagao said.

To take things a bit further, a few students reform their clothes into one-of-a-kind pieces by thrift flipping, which essentially alters the clothing and changes it into something "better" than one can sell.

For example, one can take an ill-fitting dress and make it into an exquisite two-piece through the art of thrifting. It is an advantageous way to expand closet wear with unique items.

"I'm inspired by a lot of my friends, fashion-wise," said senior Audrey Shepard, who shops at Melrose Vintage and Memo's Vintage once every few weeks.

Shepard recently got a few tops from the Salvation Army for \$3 a piece to cut into tie-fronts.

"I enjoy minimalistic, early '90s looks, and thrift stores are usually filled with clothes from that era," she said. "It's a fun and not-so-mainstream way to express yourself."

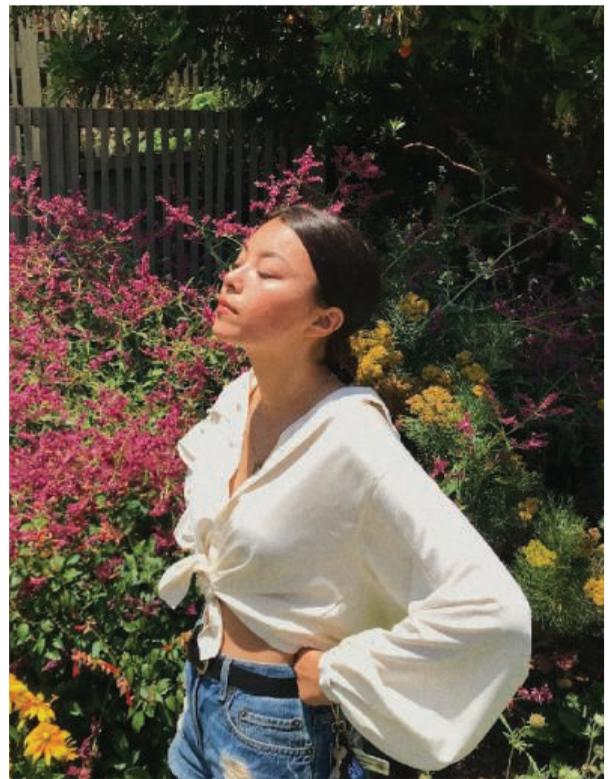


Reprinted with permission from Jonah Alagao

AND, POSE: Freshman Jonah Alagao sports his purple Guess sweatshirt at the steps of Amerige Heights Town Center.

Reprinted with permission from Audrey Shepherd

GOLDEN HOUR: Senior Audrey Shepherd strikes a pose in front of a garden to showcase her billowy top.



Senior Irisa Mehta pursues her dream job of being a sexual assault prosecutor

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LIRA JEONG
Staff Reporter

Senior Irisa Mehta was sitting at a table on the first day of her internship at Cameron Talley Criminal Defense, APC in Newport Beach when she received a case; it was about a middle-aged man who convinced himself that he was deeply in love with his cousins and was accused of raping them.

“[Eventually], I got to meet him and his family, as well as going to court and seeing the trial and verdict being announced guilty,” Mehta said. “At first, I was nervous, but I had to take a step back and calm down; otherwise, my emotions would get in the way of what I needed to get done.”

After that first day, she got used to clients coming in and out with unusual cases and those involved with driving under the influence [DUI].

Mehta qualified for her internship by participating in programs related to the field to shadow attorneys, motivated by her dream job — being a sexual assault prosecutor.

“A lot of my parents’ close friends are judges and attorneys and have been exposed to the field,” she said. “I feel like I’m loud enough to help people who need it, and it’s interesting seeing the different cases.”

Her main responsibility was to produce summaries of cases she was assigned to so that the attorneys can use what she did to build stronger cases.

“I feel like being able to experience working with the ones



Reprinted with permission from Irisa Mehta

REWARDED: Orange County district attorney [OCDA] Tony Rackauckas (left) gives senior Irisa Mehta her certificate of completion from the OCDA summer youth education program.

“I want to meet more people who changed.”

—Irisa Mehta | senior

being accused of the crime has helped guide the exact path I want to take,” Mehta said.

However, obtaining the unpaid internship wasn’t easy. Because of the recommendations from her dad’s best friend who is a lawyer, Mehta contacted 10 law offices in Orange County but was rejected by all but two because she needed to be 18. One person who got back to her worked for the office of attorney

Cameron J. Talley. “They made an exception for me because I showed the passion that I had for what I wanted to do and showed them that I had what it takes,” she said.

Mehta displayed her enthusiasm while working with college students like Victoria Morales, a graduate student at University of California, Irvine, closest in age to Mehta.

“It’s wonderful working with Irisa,” Morales said. “She shows a lot of potential for a future career in law and is a great help to me and the firm when she comes in.”

A month before, Mehta applied to and got selected to join a two-week program called the Summer Youth Education Conference, sponsored by the Orange County District Attorney’s office with the former Orange County district attorney, Tony Rackauckas.

The program also allowed Mehta to gain experience with court cases before she heads off to college, where she plans to major in political science with a pre-law track and eventually attend law school.

“It really helped me believe that people can change and that they can learn from their mistakes,” Mehta said. “So, that’s when I decided that I wanted to get more into this — I want to meet more people who changed.”



Reprinted with permission from Yoobeen Lee

DUTY CALLS: Senior Yoobeen Lee analyzes a medical case through a stimulation mannequin and displays her splint alongside co-intern Claire Kung.

‘INTERN’AL STUDIES

Senior Yoobeen Lee works at a summer internship offered by University of California, Irvine under its Summer Premed Program in hopes of taking on the career of a pediatric surgeon

SHINE LEE

News Editor

It’s a cold, dark basement filled with cadavers dissected differently for certain body systems. Wearing identical teal scrubs, 48 interns enter the room silently, surveying the operating tables before them.

They bend their knees to prevent fainting from the formaldehyde smell emitting from the cadavers.

Despite the powerful smell, the interns manage to arrange the old, purple organs sticking out of the body.

“I felt a little dizzy from the formaldehyde smell, and I was pressured to touch the heart,” senior Yoobeen Lee said.

This is just one of the many experiences Lee encountered at the Summer Premed Program [SPP] at the University of California, Irvine [UCI], tak-

ing another step to her goal of becoming a pediatric surgeon.

“The program was a unique experience and gave me motivation that I have not received from anywhere else regarding my future,” she said.

According to som.uci.edu, starting from June 11 to 22, the program fosters the interests of high school students for medical careers.

The official eligibility requirements are: 15 to 18 years of age, minimum 3.5 GPA and interest in the healthcare field. In addition, an applicant must submit a transcript, resume, safety contract and an essay detailing why they best qualify.

“Students in this program are high achievers, [and] academically, SPP participants are near or at the top of their class,” said Matthew Lin, who was a mentor for the program. “Though I did not read her

application, based on her performance, I have no doubt that [Lee] possesses many of these qualities.”

The program requires the interns to form groups of six, with each team representing different color. For Lee, her group’s color was blue, and its name was Blue’s Clues.

One of Lee’s teammates was Diamond Bar High School senior Steven Park, who connected quickly with Lee.

“Talking about school and medical things with her made me realize the same passions we had,” Park said.

Lee said the most memorable time she had was when the trainees went to Health Center of UCI Medical Center.

In the Health Center, interns worked with several equipments, such as laryngoscope, endotracheal tube, stethoscope and needles for lumbar punc-

turing. One was called the Da Vinci surgical system, which is a machine with multiple hands like a spider, used to facilitate microscopic surgeries.

While other interns struggled with using the Da Vinci surgical system — a surgery-performing robot — Lee excelled in the task.

“I sat on the device, but the actual surgery takes place a couple feet away,” she said. “We were putting strings through tiny holes on a foam to practice suturing.”

Lee is now sure to major in medical field to become a pediatric surgeon, undergoing over ten tasks in the training.

“The program gave me the drive because it explained to me all the steps I need to take to accomplish my goals,” she said. “I realized I am confident that my passion for this field is big enough to pursue it.”

Montalvo's Model Experience

Senior shares how she got into the industry and her goals

AUDREY JO

Entertainment Editor

Think of a professional job in New York with a yearly six-digit figure for a salary — for many high school students, such an offer is unheard of.

Though it sounds too good to be true, one Sunny Hills student has seen this as a reality.

“Last year, I got an offer to work as a professional model in New York with a yearly salary of \$182,000, but it required me to quit my education and move to New York,”

said senior Isabelie Montalvo, who turned it down.

Though the 5-foot-2-inch model hasn't earned any money

from signing with Los Angeles-based The Model Experience in March 2017, she said she has done work for the agency to get exposure.

Montalvo became interested in this field through her older sister.

“[She] had done a lot of studying for fashion design, and she always told me how models needed to fit the clothes and how they had to be perfect,” she said. “And so over time, I wanted to be ‘perfect,’ but then when entering the industry, I wanted

to set the moral that ‘perfect’ isn't defined by what everyone thinks, and every body type is a model type.”

To get into modeling, she met senior Haylee Hawkins — a Cypress High School senior and a junior model at the time — at a 2012 summer Bible camp.

Montalvo said the two of them found a common interest in modeling.

“Haylee gave me the link to apply to The Model Experience, and I didn't expect for them to want me, but within a week

they had asked me to be in their next show, and it just pretty much branched out from there,” she said.

Though Montalvo has yet to be commissioned for larger projects such as a commercial, she has modeled for a clothing company called Teen Hearts, which sells its clothes with Hot Topic.

Hawkins shared an optimistic view of what's in store for Montalvo if she were to continue with this path as a career.

“The [modeling] industry is one of the hardest to get into [because of its] many sections, [but] she's sure to succeed in some of its areas,” she said.

So far, the most difficult part of modeling is body image.

“From the moment you sign a contract [from] any agency or company, you pretty much have to do as they say about your body and your social life,” Montalvo said. “I have been told to lose stomach weight and tone my abs and arms.”

Other than modeling, Montalvo's sights are set on a future in acting. As she has worked with Sunny Hills' theater program since her sophomore year, Montalvo's teacher, Amanda Gieser, has high hopes for her student.

“She's got a really great range, and she's always interested in playing the ‘meaty’ roles; so even if that means playing a male since a lot of female roles were limited, she is always up for a challenge,” Gieser said.



Reprinted with permission from Isabelie Montalvo

BULLSEYE

Sophomore Tyler Kim takes aim at a less typical sport: archery

**ISAAC CHOI &
TYLER PAK**

Staff Reporters

Ding, Ding. Ding. Ding. Ding. Ding.

The bell rings to signify the end of lunch.

Sunny Hills High School athletes head off to their practices while others saunter to sixth period — their last class of the day.

Sophomore Tyler Kim, however, takes a different path as school officials allow him to walk home to nearby Amerige Heights, where his mom drives him to his 2:30 p.m. archery class.

“When I began archery, I wasn’t physically strong, so I had trouble pulling the strings at first,” said Kim, who picked up his bow and arrow in eighth grade at nearby Hi-Tech Archery in Fullerton. “But as the days went on, I had built up enough strength to comfortably shoot my arrows, which polished my archery performance.”

Kim was first introduced to the sport by his aunt, Catherine Kim, who runs PACT, a La Palma-based private counseling service. She said before archery, her nephew had earned his black belt in taekwondo and joined the Boy Scouts, where he discovered an interest in shooting airsoft rifles.

“Based on these and other factors, I thought Tyler might

have fun learning archery, a less typical sport for teens in our area, so I arranged for him to spend an afternoon at a nearby archery range with one of my seniors, who happened to have a Level 1 [archery] coaching license,” Kim said. “To my surprise, he was a natural. ... He had a blast and wanted to continue more seriously.”

Though the sophomore was very enthusiastic about it at first, he gradually grew unsure if he would pursue archery because he felt he was not improving. However, as he continued, he changed his mind.

Since then, Tyler Kim has devoted much of his time toward the sport, practicing about five hours a week and competing in 10 national competitions so far, placing 28th and scoring 846 in one of his national tournaments on Jan. 14 in Tulare, a city in Central California near Bakersfield. His efforts on the archery range have not gone unnoticed, especially from Tyler Kim’s coach, Steve Sun.

“Tyler is one the hardest working student athletes that I have worked with,” Sun said. “He never takes days off, [and he] leads by example.”

Through archery, he also met a Troy student, sophomore Katelyn Jung.

“Competing with Kim has been a blessing,” Jung said. “Not only is he a very determined and hardworking archer, [but] he is also compassionate

and very caring for his teammates in our club.”

Sun also admires Tyler Kim’s determination.

“He diligently works toward a better ranking, and even if he doesn’t achieve it the first competition, he doesn’t give up, which is something I admire of him,” Sun said.

Meanwhile, Kim plans to keep aiming for more archery-related success in the future.

“I plan to pursue archery up until senior year of high school,” he said. “I hope that during this time, I can improve my national rank and get to be the best at archery that I possibly can.”

Reprinted with permission from Tyler Kim
10 NATIONAL COMPETITIONS

WEEKLY 5 HOURS OF PRACTICE





PROUD MEDAL PLACEMENT: Junior Ian Estrada (third from left) celebrates his third-place medal with other competitors at the 2018 Man American Championships in Brazil from Aug. 17-19.

THE KARATE KID

All photos reprinted with permission from Ian Estrada

As a member of the Junior USA Karate team, junior Ian Estrada hopes to compete in the 2024 Olympics in Paris with the U.S. national squad

TYLER PAK & ALEX PARK

Staff Reporter & Asst. Opinion Editor

Train insane or remain the same.

This is one of the mantras junior Ian Estrada follows as he practices his martial art seven days a week and two hours a day.

“I’ve been in Team USA for four years now,” Estrada said. “It’s cool traveling around the world with my friends while doing what I love.”

He is referring to him being one of two members of USA’s National Karate Junior 16-17 Solo Male Elite Kata team and one of three in the Male Team Kata.

Kata, a Japanese word for “form,” is a set of detailed, choreographed martial arts patterns performed alone.

His coach, Chad Eagan, has great faith in his potential.

“Ian is on track to being one of our top male athletes in the USA,” Eagan said. “So long as he keeps consistency in training, I believe he has a great chance.”

Estrada, whose mother is Japanese and his father is Latino, first started learning karate when he was 7 years old at Fullerton’s Nihon Karate Dojo.

“My dad did kung fu a long time ago, and he wanted me to do martial arts because I was really quiet when I was young,” he said. “[Through karate], he wanted me to become comfortable talking to people.”

Already ranked seventh internationally in the Junior Kata Male category, Estrada has earned many titles — winning Nationals three times, third in 2018’s Junior Pan American Championships for individuals in Brazil and fifth for team in the 2018 World Karate Championships in Madrid.

Though he has made significant accomplishments already throughout his career, his path to success was not smooth. Losing in individuals while in middle school made him consider quitting.

“When I was younger, I was winning very often, but after I was 13, it was a dry spot for me until I hit 16,” he said. “So, it might be surprising, but winning the bronze medal at the Pan American individuals last year in August was my most satisfying victory because I think I began winning more in solos [after that].”

Though the sport has its roots in Asia, Estrada has noticed that Americans who participate in it are more diverse.



GETTING READY: Junior Ian Estrada bows to judges at the Junior Pan American Championships.

His solo squad’s teammate is half-Caucasian and half-Japanese, while the Male Team Kata comprises one Caucasian and one Latino.

Nevertheless, Estrada said the national and junior teams to beat remain the Japanese, which is why he has trained in Japan in November 2016 and December 2017.

“They’re like very strict, and being able to train with the best, you can get the best training and become the best also,” he said.

Estrada also hopes he will be able to go to Paris, the host for the 2024 Olympics, and represent the United States.

“Making it to the Olympics would be a goal in itself, but ... I really want to win and get medals,” he said. “I’m not really sure what my chances are, but I hope it is high.”

SURFING LIFE: Senior Joshua Penton on two different occasions in 2017 at Huntington Beach, carrying his surfboard (left) and trying to hang ten (right)



Photos reprinted with permission from Joshua Penton



Early start to

Late start days

Six Lancers meet on campus at 4 a.m. wednesday morning when Period 1 starts at 9:32 a.m. to go surfing

HANNA OLTMAN

Staff Reporter

4 a.m, March 13, 2019: a Late Start day. Most Sunny Hills students are likely still asleep and will be for the next two hours.

But six students are already awake and putting on wetsuits in their homes.

They meet at the PAC school parking lot, pile four surfboards onto the back of a car and two into the trunk of a truck and head down to the beach.

With boards in hand, they run into the water for a quick two-hour surf before it's time to drive back to campus for Period 1.

While this may sound like a hassle for most, that's usually how seniors Kristian Chernov, Josh Penton and Luke Waugh and juniors Levi Lawrence, Cole Seibel and Casey Taylor spend their Late Starts.

"We go in the morning because the waves are better [at that time]," Waugh said. "And Late Start allows us to [surf] during the week instead of only on the weekends."

This group bonded over a common interest: love for surfing. Penton was the first to start at 10 and a few years later, Waugh, Lawrence and Seibel decided to hit the

waves, too.

"I've known Josh since kindergarten and actually learned to surf with him when I was 12," Waugh said.

Last year, Chernov and Taylor joined the unofficial club. Since then, the group has developed a strong sense of camaraderie. Besides Late Start days, the friends head to their favorite surfing spots, such as Newport Beach and Santa Ana River County Beach River Jetties almost every weekend.

"That's where the waves are the best, and the walk [from the parking lot to the shore] isn't that long," Waugh said.

Because of this shared interest, Lawrence even had discussions with retired psychology teacher Craig Schwartz, an avid surfer, last school year about starting a surfing club on campus.

"But the concept was shot down because [of] the lack of ability to get down to the beach," Waugh said.

Even without the club, the group describes surfing as an escape.

"You're riding on water, and the feeling is just so smooth and amazing," Chernov said. "It really just lets you forget about everything else for awhile."



Reprinted with permission from Kristian Chernov

A WALK TO REMEMBER: Seniors Kristian Chernov (left) and Luke Waugh show their satisfaction from a day of surfing in January.

Burning up the dance floor

Dance Production's only male dancer keeps in step with girls on stage

LAUREN KIM
Staff Reporter

Sunny Hills alumna Rhonda Shellow recalls the last time Dance Production [DP] featured a male member.

"I was in Dance Production in 1980-1981, and we did have a full-time male member," Shellow writes in an email response to an SH alumni Facebook post. He is the first full-time [male] member."

Two decades later, the movie "Billy Elliot" hits theaters with its plot about a 1980s British boy who prefers to join the all-girl ballet class instead of the all-male boxing one.

The protagonist has to prove to his family and friends that he's more cut out for the dancing stage than a fighting ring.

And then nearly another 20 years after that, Sunny Hills' DP once again has a boy dancer, a 21st-century Billy Elliot, if you will, only a few years older than the 11-year-old fictional character from the big screen.

"I love how he fights for what he wants to do and doesn't let anyone stop him," said freshman David Burn, who cites that film as an inspiration for him to

also pursue dance.

Burn is one of eight freshmen and juniors to join DP this school year after undergoing a three-day audition in the SH dance room April 25-28 last year.

Throughout the audition, the dancers were taught two routines. On the final day, they had to perform them in front of a panel of judges, along with a self-choreographed dance.

"When I first saw [Burn] dance, I was so excited to think he could possibly join our team," recalls DP director Leiana Volen, who's in her third year coaching DP. "His strong technical training was a plus, but his passion and choreographic skills were what really caught my interest."

Burn credits his growth as a dancer from the 15-hour-a-week training he receives at Fullerton's Cathleen Forcucci Dance Academy, where he has been going to since he was 8 years old.

Even though he has participated in over 20 competitions with that dance academy, winning numerous awards as a soloist and with his group, the freshman remembers he was quite nervous when Volen posted the final cut on the DP website.



KIMBERLY MORALES | theaccolade

ALL THE RIGHT MOVES: *Freshman David Burn performs during the Sept. 28 homecoming assembly.*

"I was surprised after I saw that I made it on the team because I didn't know what to expect," he says.

Burn and the other new dancers made their SH debut at the Aug. 17 "Welcome Back" assembly in the gym, joining the 11 veteran DP members in a number that involved hip-hop with Trip Lee, Nicki Minaj and Cardi-B blasting through the speakers.

"I practiced a lot because I didn't want to mess up in front of everyone," he says.

It was also an easy adjustment for the girls to get used to dancing with a boy.

"My attention immediately gravitated toward him and stayed there until the end," senior co-captain Annabella Vid-

rio said.

Burn believes that being the only male on a high school dance team requires a lot of courage because some students often peg that person as being gay.

However, he hopes that his skills on the dance floor will inspire others.

"People have a stereotype for male dancers, but there are a lot of incredible male dancers out there who aren't [gay]," he says.

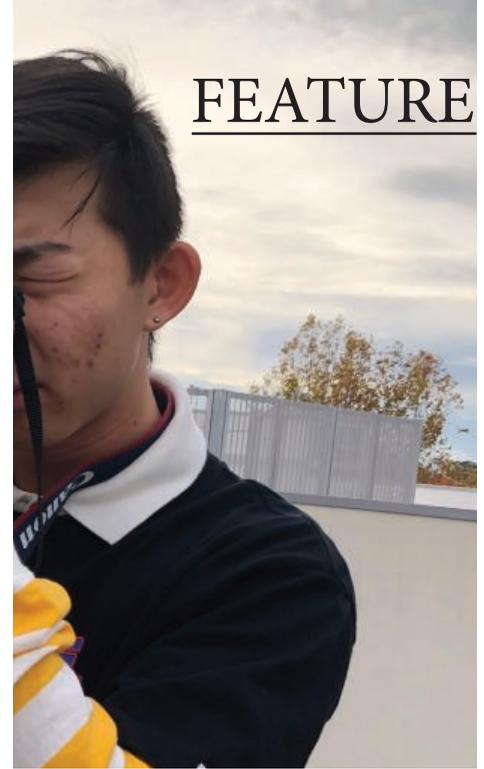
Burn hopes to continue dancing after high school.

"I hope that joining this team and going to a good university for dance will help me start a small studio for aspiring dancers," he says.



ANNIE CHOI | theaccolade

ONE-MAN SHOW: *Freshman David Burn takes in the moment at the COFA Fall Festival.*



CAMRYN PAK | theaccolade

Rule of thirds

Senior Kurtis Liang experiences his childhood hobby in a professional setting

CAMRYN PAK

News Editor

Turn the dial two, three, four, five times — perfect exposure. ISO, check. Rule of thirds, perfect. Lighting, excellent.

Click.

He stands, steadily holding his camera at the right angle as he snaps a photo of a client.

ASB technology commissioner senior Kurtis Liang spent this summer interning at Rick Roden Photography — a Brea-based studio that specializes in portraits for high school seniors, teams, groups and businesses — where he dove into one of his passions: photography.

Liang received his first camera from his father, an artist and photographer for 10 years, at the age of four. He always enjoyed taking photos for fun, but his two-month summer internship gave him the chance to explore

photography in a professional setting.

“It was a great experience,” he said. “Not only did I learn about editing photos and setting up lighting, but I also learned about the business aspects of photography.”

Rick Rodenbucher, who has been in the photography business for over 30 years, took Liang under his wing to teach him more about photography and Adobe Photoshop.

“[Liang] was actually one of my first high school interns,” Rodenbucher said. “I’ve only had college interns in the past, but I thought he and [Troy senior Kyle Kim] would be good fits for my studio due to their enthusiasm and passion for photography.”

Liang found out about Rodenbucher’s studio through Kim, who was required to find an intern position to fulfill a

requirement for his Troy Tech program.

“I called a bunch of photography places, and I ended up getting in touch with [Rodenbucher],” he said. “I asked [Liang] to intern with me because I didn’t want to work alone.”

After a quick interview, the two began their internship at Rodenbucher’s studio.

As an intern, Liang helped him update his website (rick-rodenphoto.com), edit photos and talk to clients during their photo sessions.

One of Liang’s most memorable moments in the studio was creating a brand new set for Rodenbucher’s photoshoots, which took a week to complete.

“There used to be this really plain set with white stairs, but [Kyle] and I helped paint them black, and now [Rodenbucher] uses them for portraits,” he said. “It was pretty cool creating a

new set that he uses often.”

Liang said his most valuable takeaway from his time at the studio was using cheap household items to replicate professional equipment.

“[Rodenbucher] taught me how to use plastic pieces and PVC pipes that work as well as equipment that costs thousands of dollars,” he said. “By knowing how to do that, I can continue with photography outside of the studio.”

Although he does not want to pursue a career in photography and intends on studying marine biology in the future, Liang said that he wants to continue with it as a hobby for the rest of his life.

“I think I’ll definitely join interest clubs for photography and videography in college,” he said. “Everyone has his or her own unique perspective that is cool to learn from.”

THE DAILY LIVES

Have you ever wondered what your teachers do outside of school? The Accolade

GENE BORDY



Q: What is something you enjoy outside of school?

A: I like observing or playing sports, especially when it's a competitive match. I love getting exercise by either playing basketball or racquetball. I like going to the movies or reading a good book.

Q: What book are you reading now?

A: I am reading *Great American Speeches*, which I am enjoying because I see how articulate some of the greatest Americans were in their writings.

CRISTIAN BUENO



Q: What do you do in your free time?

A: On Fridays, we like to have a board game night with friends. When I do have down time, I just spend time with friends or meet with family members. I also hate cooking. My husband cooks, but I like to watch TV. I like comedy and science fiction shows.

Q: What is your ultimate goal in life?

A: I haven't thought about it that far. I think to just be happy. The year goes by so fast, so we forget to cherish it.

PATRICK DEBACKER



Q: What are some of your favorite hobbies?

A: My biggest hobby is photography (photographs in classrooms). I collect music, too. I have a collection of over a thousand CDs.

Q: What is your home life like?

A: My home life is absolutely wonderful because I've been married for seven years now. My wife is from the Philippines. Her family is pretty poor. They're farmers and fishermen, and they live in remote buildings, so we've actually been able to upgrade their house and fix it up. It's really rewarding to me to see the difference that I've been able to make, not only in my wife's life, but also for her family back in the Philippines.

**To read more about these students and their parents, find the full story on The Accolade's online website, shsaccolade.com*

S OF TEACHERS

colade answers your questions through a Q & A format with six instructors*

JENNIFER KIM



Q: What are some of your favorite hobbies and why?

A: My favorite pastime is going on walks for usually two hours a couple of times a week. I like to look at the scenery and be out in the trees and nature. It's just peaceful for me — a time to reflect on my life, work, family, goals and what I'm going to eat.

Q: What are common misconceptions that students have of you?

A: I hear that I'm really scary a lot, but once the kids get to know my personality, they usually appreciate my style. I'm kind of blunt and a little brash, but I like to think they're not afraid of me but more afraid of my expectations of them as students.

DAVID

FENSTERMAKER



Q: What did you do before teaching?

A: I worked at Disneyland for two and a half years. I worked in the parking lot directing traffic, telling people the spots to park in and selling parking tickets at the toll plazas. I also rode on the back of the tram giving the spiel about folding strollers, park hours and shows or parades.

Q: What type of cheer-leading parent are you at your children's games?

A: I am a the worst kind of parent at these games. I am pacing the whole time off to the side, muttering to myself. I am constantly trying to ref the game from the sidelines, and if I yell, it's either at my own kid or the official.

LEIANA VOLEN



Q: What is something you enjoy doing with your family outside of school?

A: My husband is a professional poker player, so we go to Vegas a lot. We have frequent friend and family game nights, and we each love to win.

Q: What are common misconceptions that students have of you?

A: I was shopping at the Brea Mall, and I ran into some students while shopping at Gap. I was with my sister-in-law trying on sweaters, and my students could not stop staring at me trying on a sweater. I was like, "You guys. I am a person, I go to the mall, and I try on sweaters."

Reprinted with permission from *Helios*
Compiled by Michelle Buckley, Hannah Jeong, Chloe Kim and Megan Shin

EIGHT & COUNTING

CAMRYN PAK & ALLISON LOUIE

News Editor & Feature Editor

Although Sunny Hills in the last decade has had its fare share of students whose parents are also teachers here, the amount has been increasing recently to a point that the eight we spotlight will reach double figures by the next school year. So what's it like to be a student whose parent is a teacher on the same cam-

pus? Or whose father is the school district's superintendent? Or whose mother is a newly elected trustee on the district's school board? Do any of them get special privileges? Do they face more pressure to succeed or be a model student because their parents work here or for the district? The *Accolade* interviews eight of these students attending Sunny Hills now and their parents to find out.



Hannah and Jennifer Kim

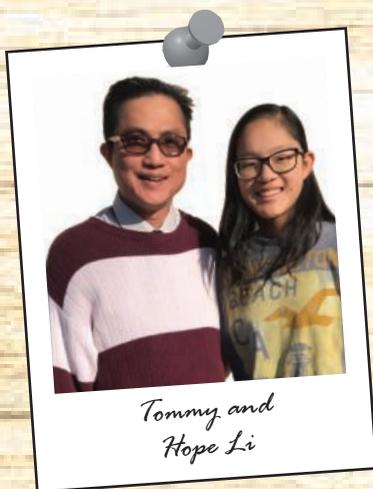
David and Nick Wilde

FIRST OF FIVE*

English and journalism teacher Tommy Li plans to send all of his five children to Sunny Hills, and the first here is sophomore Hope Li, who enrolled as a freshman in the last school year.

"My dad's ultimate plan is for all of his kids to take his English and journalism classes," said Hope Li, whom her father had homeschooled between pre-school and second grade. "It was interesting to be in his class because I got to see his teacher side."

Because they live in Irvine, about a 30-minute drive depending on freeway traffic, and her father has to drop off her two younger siblings at their middle school first, Hope Li said her father has had to



Tommy and Hope Li

ask her first-period teachers to be more forgiving of her tardies some mornings.

"The long drive allows me to get some extra sleep," she said.

Another perk is being able to heat up her lunch using her dad's microwave.

LEGACY STUDENTS*

It's a term used for children attending their parents' alma mater.

All three children of Spanish teacher Gene Bordy (Class of 1973) attended and graduated as Lancers in 2010, 2012 and 2017, respectively.

The campus has two more: sophomore Hannah Kim, the daughter of English teacher Jennifer Kim (Class of 1991) and freshman Nick Wilde, the son of social science teacher David Wilde (Class of '91).

"My experience as a student here influenced my decision in Hannah coming," Jennifer Kim said. "The caliber of the education that I received here assured me that my daughter would get a top-rate education."

Some of the perks of having her mom on campus include eating tasty lunches — Jennifer Kim goes off campus to buy a meal for her daughter during her free period — and knowing what classes to take, Hannah Kim said.

"She knows the other teachers and their teaching styles," Hannah Kim said. "She'll know which teachers are good for me and what programs will benefit me instead of wasting my time."

As a student, Jennifer Kim

never fathomed having her kids attend her alma mater.

That's also true of David Wilde, who said he let his children choose between enrolling at Sunny Hills or Fullerton Union High School, where his wife works at.

Nick Wilde, had planned to receive his high school education at Sunny Hills when he was in middle school.

"My dad coaches football here, so this school has always just been a part of my life," Nick Wilde said.

He said he wanted to join the freshman football team without worrying that he had to be the model athlete.

"I never think of him as my dad on the field," said the running and defensive back. "I think of him as a coach, and I'm a player who has to work to earn his spot on the field [like all the others]."

"He knows me as well as I do, and I can't say that I've felt pressure on the field."

David Wilde said his son's coming here has worked out.

"Our relationship has become better because of football," he said. "[Nick Wilde] likes to play football, and I like to coach it, so we've been able to spend a lot more time together."

**To read more about these students and their parents, find the full story on The Accolade's online website, shsaccolade.com.*

BEEN THERE, DONE THAT*

Freshman Nathaniel Valenzuela is the last of physical education teacher Jimmy Valenzuela's four children to attend Sunny Hills.

"All of my children have been in my classes, but I don't advertise it," Jimmy Valenzuela said. "This year, it took over half a semester before the kids realized Nathaniel was my son."

Transitioning into high school was fairly easy for Nathaniel Valenzuela because he had been coming to the campus all his life.

"When I was coaching, [Nathaniel] was here all the time," Jimmy Valenzuela said. "When he walked into here, it didn't scare him at all — he grew up

here, and this is his place."

Like Nathaniel Valenzuela, sophomore Victoria Scambray — whose father is district superintendent Scott Scambray — had two older sisters who came here after they moved from Northern California in

July 2015.

"I just had some trouble adjusting [as a freshman] and not knowing anybody since I came from Brea Junior High," she said. "But it was easy to make friends here, and I like the environment here. Everybody's

really friendly and nice."

Because he oversees all the high schools in the district, the superintendent said he didn't have any trouble choosing Sunny Hills for his daughters.

"We sent them and Victoria here because it had a good reputation and was recommended that we send our kids to Sunny Hills," he said. "It's an excellent learning institution, and I highly recommend it [to other parents of high schoolers]"

Even though she is the superintendent's daughter, Victoria Scambray chooses not to make it known to her peers.

"I mean, no one [around me] really knows that I'm the superintendent's daughter because I keep a low profile," she said. "Only the teachers know who I am, but that's it."



Jimmy and Nathaniel Valenzuela

Scott and Victoria Scambray

MORE FAMILY TIES IN HIGHER PLACES*

Before the November 2018 elections, sophomore Jacob Klatzker did not have anyone in his family connected to Sunny Hills or the Fullerton Joint Union High School District [FJUHS].

But all that changed when his mother got elected to the FJUHS school board, taking one of three seats up for election. Lauren Klatzker serves as one of five trustees who will vote on all matters pertaining to the district, including FJUHS personnel, curriculum and operations.

"Even though I'm the school board member's son, I'm not much different from everyone else," Jacob Klatzker said.

Klatzker's mother had nothing but praise for the campus and what it has to offer all students.

"Sunny Hills has programs like AVID and also has very hard and rigorous classes," Lauren Klatzker said. "I wanted my son to get the best education he could get."

Even though freshman Luke Weinreich's dad is one of three assistant principals on campus, the student felt nervous and excited about what high school had to offer as opposed to his middle school, Christ Lutheran Brea.

"I didn't know a lot of people, and I didn't know what Sunny Hills was going to be like," Weinreich said. "I thought it was going to be hard, but it's not."

The ninth-grader chose Sunny Hills because he liked the school and already had planned it since middle school.

Assistant principal Craig Weinreich said seeing his son at his workplace is great because it is easy for him to check up on him.

"It's a lot of fun to have him here on campus and see him every single day and be a part of his high school experience," the administrator said.



Jacob and Lauren Klatzker

Craig and Luke Weinreich

Elizabeth and Scott Rosenkranz

FROM HOME-SCHOOL TO PUBLIC SCHOOL*

This is freshman Elizabeth Rosenkranz's first year at a public high school.

"[Before], I had a teacher that I went to twice a week, but most of the time my mom would teach me," the daughter of English teacher Scott Rosenkranz said.

The freshman said she likes it here more.

"I met a lot of great kids in

my classes, so I have way more friends," she said.

Scott Rosenkranz said having his daughter with him on campus did not seem like a major difference.

"It's kind of like any other parent's experience dropping their kid off and going to work," he said. "I just get to do both of those things at the same time."

TEACHER ←----- THROWBACK

Instructors who also graduated from Sunny Hills share their memories of school life in the past

ANDREW HONG

Staff Reporter

The year is 1978. Live bands play at Sunny Hills’ homecoming, sound systems only run on cassette tapes and Lancers head off to football games against their biggest rival — Fullerton High School.

Now in 2019, DJs use MacBooks to program music and Bluetooth wireless speakers to blast rap tunes at school dances, while students strive to outperform their academic rival — Troy High School.

Instructors such as English teacher Jennifer Kim and social science teachers Mike Paris and David Wilde are SH alumni who have seen how much changes in technology have affected the campus.

Although they enjoyed their time here as students, it is difficult for them to pick their favorite era because both time periods had their pros and cons.

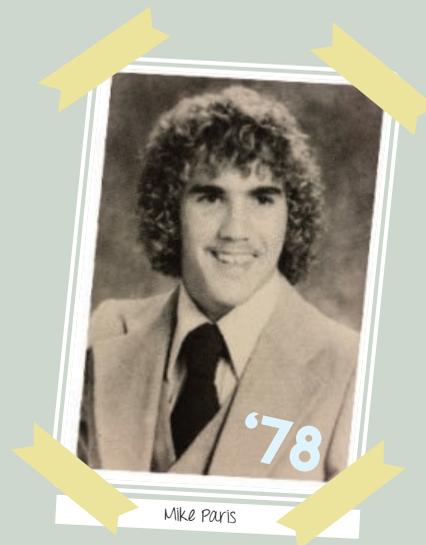
“I’m fortunate to have students who are willing to put [Chromebooks] to maximum use and to work with fellow staff members who are constantly looking for new ways to improve instruction,” said Paris, a 1978 alumnus who also co-advises the ASB.

Despite the advantage of having each student use a Chromebook now on campus, Paris misses the social interaction he had with his high school friends.

“I don’t miss so much of the school events, such as football games or dances, but I miss more of the time I spent with my friends there,” he said.

Back then without modern technology, events such as assemblies had to be creative to keep the audience’s attention.

Instead of sports season montage vid-



Mike Paris



Jennifer Kim

eos created by the ASB, pep rallies held during assemblies and occasionally lunch promoted upcoming games.

“If Fullerton High School and Sunny Hills High School were competing in a sport, the pep rallies would center around that game during the assembly,” said Wilde, a 1991 alumnus.

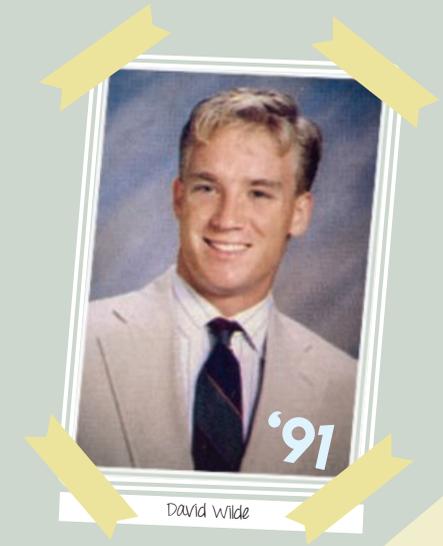
Sports offerings differed in the past.

“There were about the same dances and sports,” Paris said. “[But] we had a badminton team, gymnastics and pole vault.”

And what about Lancer spirit in the past vs. now?

Despite not having a student gear store when Kim was a student, she recalled that school spirit was alive and well.

“If you hung out with the football players and cheerleaders and ASB kids, you were into school spirit,” she said. “School spirit is 100 percent dependent on the kids themselves,” she said.



David Wilde



pinion from the other side

A student's experience with vaping and the consequences

I hate losing. Losing means that I wasn't good enough; I wasn't strong enough. Yet I lost to nicotine, a mere substance that took over my life and put my mind in shackles. And as much as I hate admitting it, I'm addicted to vaping.

I first tried vaping in sophomore year after a friend introduced me to his new device while we were chilling in my car. Listening to him rave about the "buzz" it gave him, I grew super curious and decided to hit it. The sensation it gave me was so unique that I instantly fell in love with nicotine.

I soon bought my own device from a local shop so that I wouldn't have to keep asking friends to hit theirs. Although I barely used it at first, I slowly started vaping

more. A few hits on the way to school, a couple hits while doing my homework at home. Without realizing it, I was drastically increasing how much nicotine I inhaled into my body.

I still can't pinpoint when I became addicted because the addiction crept on me so subtly. All of a sudden, I noticed that I couldn't go many hours before my body urged for inhaling more of that substance. When I hung out with my friends, they would ask to borrow my vape, but I would decline because I was scared of not having a device. It became like a body part — something I needed to function properly.

Through all of this, I've felt so ashamed.

For this reason, I haven't tried to get help from my parents or professionals. I hate how I can sense the disappointment of my "pure" friends when they see me vaping or how my parents believe me when I say I've never touched an e-cigarette. And I'm disgusted when I remember that freshman-year me who vowed to never go down this path.

That's why I've had many, many attempts to quit. The withdrawal symptoms are so real. After about four hours of no nicotine, my mind usually enters panic mode, making excuses for me to vape. Once this subsides, my body starts to feel

physically uncomfortable with anxiety, and my fingers shake when I write.

Yet, the physical withdrawals aren't the hardest part. It's difficult to quit because vapes are so

available. I can't eat out with a group without at least one person having a vape. The abundance of e-cigarettes just shows me that teens my age are becoming frighteningly hooked on nicotine.

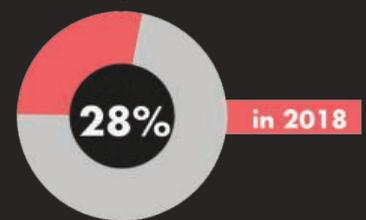
It's just scary that I, and many other nicotine abusers, may never be able to quit vaping. Most of us start the same way, thinking that just one hit won't hurt; as you can probably tell, that rarely works out. All I can recommend to non-vapers is to never even try it; there are so many better things to do than faking pleasure to your body.

*The name of the writer has been withheld for confidentiality

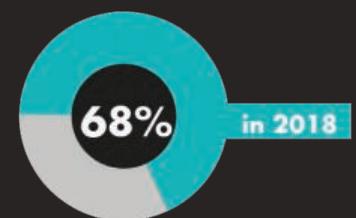
Usage Among High School Students



Among Current High School E-Cigarette Users



28% More Used E-Cigarettes on 20 or More Days



68% More Used Flavored E-Cigarettes

Source: Food and Drug Administration
Compiled by Noah Somphone



THE PLEDGE OF ALLEGIANCE: STAND AND DELIVER?

In light of the controversy in the National Football League over athletes who have chosen to kneel during the National Anthem, two Accolade columnists share their perspectives about the Pledge of Allegiance in the classroom

ERIN LEE | theaccolade

“In every public secondary school there shall be conducted daily appropriate patriotic exercises. The giving of the Pledge of Allegiance to the Flag of the United

States of America shall satisfy such requirement.”
— California Education Code 52720

KIHOON KIM: Standing and reciting the Pledge of Allegiance isn’t for personal gratification but to give our respects to those who granted us such opportunities.

ANDREW HONG: Just as how athletes nationwide have participated in the opposition of showing respect to the National Anthem by kneeling, students should be allowed to express their personal opinion without fear of criticism. By no means am I advocating students to kneel during Period 2’s Pledge of Allegiance to disrespect our U.S. veterans or to anyone else who have fought for our country. However, I advocate the kneeling as a form of peaceful protest for people to use to express any social issues in America.

KIHOON KIM: So are you saying that you have started kneeling in your Period 2 class?

ANDREW HONG: I do not kneel during my second period class because I am

not actively involved with any particular social issues at the moment. However, I am a proponent of the idea that students have the option to kneel to spread their message about social issues.

KIHOON KIM: I’ve been standing, too, during the pledge since I was a freshman here. The pledge is mainly symbolic now. It is symbolic of American unity. It’s important to continue this tradition of standing and reciting the pledge.

ANDREW HONG: Fortunately, in this modern era, schools don’t expel students because they refuse to salute the flag. Students should not be pressured by school faculty members or administrators to recite the pledge, either.

Do not get my perspective twisted; just because your educational rights gives you the option to salute to the flag, it does not mean that you should kneel without meaning or cause or for the sake of just doing

it. As students become more insightful on social and political issues in America, they should wisely decide for themselves to either exercise their rights when reciting the Pledge of Allegiance or not.

KIHOON KIM: The issue seems to center on patriotism. Do we care enough to do research about our rights in a public school campus? Or do we just walk around the campus hallways from bell to bell just going through the motions of high school?

ANDREW HONG: Every student is different and some are more actively involved in tackling social issues. Students can be informed about some rights that they did not know about and can personally research additional information to further expand their knowledge. Therefore, it all depends on each student’s perspective on the need to know and research student rights.

THE UGANDA CONNECTION

Past Lancer jerseys and soccer balls shipped 9,000 miles away to meet needs of African primary school athletes

HANNAH JEONG

Staff Reporter

Imagine going to a school where funding is so scarce that it cannot provide for its students' sportswear and equipment.

Nor could these athletes' parents afford to pay the cost of these items.

For many in Orange County, it is hard to picture.

But it is the reality for many living in Third World nations.

Take the St. Kizito Primary School in the Mpigi District in central Uganda. It's about 9,000 miles from Fullerton, and it is known for its many poverty-stricken students from kindergarten to seventh grade.

The school works to give students better chances at healthier lives, said the Rev. Raphael Ddamba, who grew up in this area and experienced the perils of poverty firsthand. This prompted the Catholic priest to find ways to help this school since 2013.

"The hope is that at least each year, I can lift up a few kids at a time from the potential lives of illiteracy and poverty to greater lives," Ddamba said.

Sunny Hills' boys soccer head coach Mike Schade met the minister through Schade's attendance of Sunday mass at the St. Jude Medical Center in Fullerton, where Ddamba works as a chaplain.

The science teacher learned from a Sunny Hills alumnus and parish member around April 2018 that Ddamba was going back to Uganda to help out.

"I asked [him] if he would be interested in soccer stuff, and he said that [the school] would love it," Schade said.

For the 34 years as head soccer coach, whenever his squads received new jerseys every two to four years, Schade has always tried to donate the previous uniforms to various groups that need them.

So this time around, the coach decided to give members of the Ugandan team 40 old soccer jerseys and two used soccer balls delivered by Ddamba on July 20 of last year.

Ddamba said while they had the SH



Reprinted with permission from Father Raphael Ddamba

SHOWING OFF THE JERSEYS: *St. Kizito Primary School students smile with appreciation for the jerseys and soccer balls donated by Mike Schade, the head coach for Sunny Hills' boys soccer team.*

soccer jerseys, most of the athletes did not have any shoes because they could not afford them. That need still needs to be met.

"With regards to shoes, maybe we can follow in the footsteps of TOMS [shoes] founder, Blake Mycoskie, and donate a pair of soccer cleats every time a player buys a new pair of cleats," Schade said.

Meanwhile, St. Kizito principal Mukasa Joseph Balikuddembe sent a thank-you letter to the soccer team dated July 26, 2018. One part of it reads:

"The soccer uniforms arrived at the time our school soccer team was to compete with other schools.

I am happy to inform you that our school team emerged [as] the champions of 2018 in all the categories.

We are indeed very grateful for every-

thing.

May God bless you and reward you abundantly."

Schade shared with the team about the donation to Uganda and how the team there used the uniforms.

"We were excited that it meant something to them and that they played to a championship while wearing them," he said.

Midfielder senior Jesus Mendoza didn't know about Schade's donation until he saw an announcement about it on the campus' jumbotron at the beginning of the fall 2018-2019 school year.

"I feel proud to be part of a program that is doing things not just to make our community better, but the world," Mendoza said.



THE RACER

Senior Riley Shea cracks the national Top 10 BMX rankings after two major injuries

Age 17

U.S. Rank 10

Team 316 Racing

HANNAH YI

Staff Reporter

Whittier Narrows — senior Riley Shea crashes by a strong gust of wind, breaking his right hand on Jan. 28. Then, on Oct. 2, Shea takes a turn the wrong way, causing him to crash and break his collarbone; it seems that the odds are not in his favor.

Despite his unfortunate occurrences, he finishes the 2018 season of BMX racing with 10 wins and No. 10 in the National Age Group for 17-20 cruisers — a class with a larger bike — and regional No. 1 in 17-20 expert after winning the Iron Horse Bicycle Classic competition on May 27.

National rankings take the best eight scores from national events and the grand nationals at the end of the year and use a points system to determine rank, Shea says.

“This past year has been difficult, as I have broken both my hand and collarbone throughout the year,” he says. “To place Top 10 in such a large age group nationally was a good finish

to the year.”

BMX racing consists of a sprint-style bicycle race on dirt and a paved track with eight racers lined along the starting line, usually lasting around 30 seconds in an outdoor stadium.

Other categories of BMX include dirt biking, street and park BMX. Despite the many options, Shea prefers to focus on racing.

“I enjoy the thrill of racing, going as fast as I can and doing whatever I can to win,” he says. “I am super competitive, so racing satisfies my competitive edge; other disciplines are fun but does not allow me to compete at such an intense level.”

Going through 11 different bikes, Shea has stuck with his 2018 DK Bicycles Professional V2 frame for a year and a half.

“I love the bike I have right now, as it allows me to be more dynamic on the bike and move it around more,” he says.

Shea’s passion for BMX racing began at the age of 6 when his friend, Nicholas Spinella, introduced him to this sport.

“I’ve always loved to ride my bike, so one of my friends from

elementary school asked if I would go ride with him," Shea says. "I became instantly hooked."

With his 11 years of BMX racing, he had first been on a local team called Powerhouse Racing that disbanded after a year before he joined 316 Racing/DK Bicycles on Jan. 11, located in Chula Vista.

Shea's team manager and former coach Tyler Brown, who has been with Shea since the beginning, created the team 316 to keep in contact with the riders he has trained.

"[Shea] knows how the program goes," Brown says. "He is great with riders, showing them the ropes and making everyone feel like they are a part of the 316 racing family."

BMX has teams that provide sponsorships and allows riders to represent brands with discounts on certain items and benefits like rider promotion.

"I'm super happy with the program they are running, as well as the support I've been given over the years," Shea says. "It would be pretty difficult to convince me to switch teams anytime soon."

The team has expanded to about 60 different riders ranging from kids as young as 5 years old to elite racers as old as 35.

"[Brown] has been such a big contributor not only to my success, but [also] to my motivation to continue riding," he

says. "Although he isn't my coach anymore, our relationship as a team manager and rider still keeps me upbeat and provides me with opportunities most other riders don't have."

Currently, Shea is talking to Brown about scholarship opportunities and hopes to attend Fort Lewis College in Durango, Colo. It offers scholarships for cycling, as well as engineering, which is something he wishes to pursue as an occupation.

"I hope to split my scholarship on academic and sports, so I will be on their cycling team for a scholarship," Shea says. "I also hope to get money academically."

Shea also gains support from his parents, Cari and Kevin, and his 13 year old little sister, Keiley, who also started BMX racing from the influence of Riley Shea.

"My little sister races as well, so it's definitely more of a family sport for us," he says. "[My family] loves that it makes me so happy and are willing to do what it takes to make sure I succeed."

Besides family members, fellow BMX racer Brian Dorsey, 50, appreciates Shea's fearlessness and humility.

"The guy truly has amazing skills and a lot of control over his mental game," Dorsey says. "His riding has certainly evolved since I first saw him years ago, but he's always been very relaxed and calculated on his BMX bike."

While being in the Engineering Pathways to Innovation and Change program at Sunny Hills, Riley Shea also manages to squeeze in time after school for daily weight training each weekday for two hours and riding on Tuesdays, Thursdays and Saturdays.

He also volunteers at Whittier Narrows BMX in South El Monte on the same three days, where he helps the manager set up the track for the public for races or practices. Along with that, Riley Shea teaches a class for younger riders on Thursdays for an hour and a half from 4:30 p.m. to 6:00 p.m.

Riley Shea says he looks up to famous BMX racers, such as Maris Strombergs, Billy Griggs and Jason Morris, who all have introduced him to new parts of the sport.

"Not all of them were wildly successful riders on a results standpoint, but they all taught me what BMX is really about," he says.

Future goals for many young athletes include competing in the Olympics; however, Shea has another goal for his future with BMX racing.

"Recently, I've been putting a lot more into trying to grow the sport and have a positive influence on the next generation of riders," Riley Shea says. "I think it would be cool to impact the sport like that in some way as well."

Reprinted with permission from Riley Shea

MENTORSHIP:
Senior Riley Shea (right) prepares for a race with a younger rider at the starting line.



A dark, textured brick wall with the word "KNOWN" illuminated in glowing yellow neon. The wall is composed of dark, rectangular bricks with visible mortar lines. The lighting is focused on the word, creating a bright yellow glow that contrasts sharply with the dark background.

KNOWN