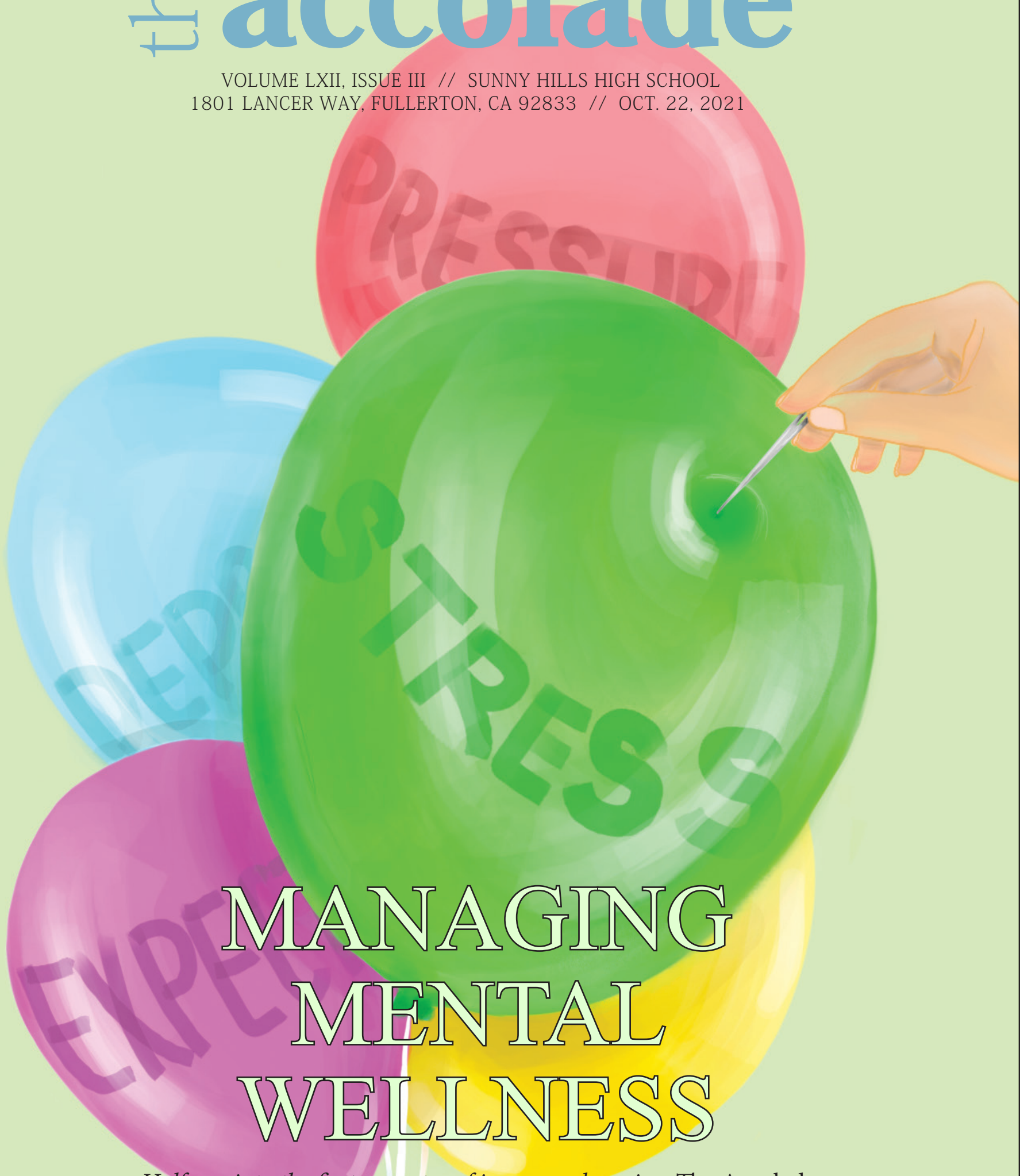


the accolade

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MANAGING MENTAL WELLNESS

Halfway into the first semester of in-person learning, The Accolade looks at ways students are dealing with their stress, anxiety and other sorts of challenges. See Spotlight, pages 2-4.

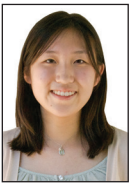
JACQUELINE CHANG | [theaccolade](http://theaccolade.com)



MICHELLE SHEEN | theaccolade

Therapy makes a healthy brain

I remember flipping through the pages of my Advanced Placement [AP]



Michelle Sheen
Editor-in-Chief

Psychology textbook in my sophomore year and incidentally coming across a chapter explaining the different types of therapy.

At the time, therapy seemed distant; I never expected to delve deeper into it past my AP Psychology homework readings.

I proved myself wrong once the coronavirus broke out, and I was separated from the support system that held me up during in-person learning.

Like any other school year, my junior year was plagued with loads of homework and tests to study for along with balancing my extracurricular activities.

Except this time, all my classes happened through a screen.

When the stress and anxiety caused by piles of school work kicked in, I realized I didn't have the same support system of friends to turn to. While I had the option to connect with friends and family through apps like FaceTime or Zoom, the lack of in-person interaction didn't bring the same authenticity, and I felt isolated.

I also struggled to manage the harder courses I was taking, and my learning was affected by the little to no sleep I got.

My relationship with my mom also became strained as I struggled to manage my emotions.

I would get angry at her over small, insignificant happenings during passing

periods early in the morning.

It was routine for me to become frustrated anytime she entered my room without knocking during Zoom meetings, and her occasional nagging about my grades escalated into fights that left both of us overwhelmed.

After a period of outbursts caused by my pent-up stress and my deteriorating mental health, my mom suggested I get therapy, and although the prospect scared me in the beginning, I eventually agreed.

So, on March 24 I attended my first therapy session.

For me — and possibly many of my peers — therapy would become an outlet to freely have the space to talk about my feelings and the struggles I was facing.

Talking to my therapist allowed me to relieve my stress and burdens in a comfortable setting, and she played the role of my friends, from whom I was separated from because of the pandemic.

At the end of my first month, I felt and saw myself feeling mentally better and more at peace.

I came to an understanding with my mom's nagging instead of reacting with anger first, started prioritizing my sleep over mountains of school work and practiced being productive before turning to procrastination.

Perhaps the most important takeaway from my experience was learning to be vulnerable with myself.

If anything, in the span of these three months, I learned that therapy isn't anything to be embarrassed about.

My change in perspective regarding mental health led me to wonder if SH students like me also struggle to find a space to unload their burdens and recharge mentally. For this reason, *The Accolade* top editors and I decided to title this month's Spotlight section, "Managing Mental Wellness."

Since this is our first school year back to in-person learning, and we've reached a halfway point of the fall semester, my peers and I in the Advanced Journalism class thought it would be a good time for students to consider doing their own mental and emotional wellness check.

Coincidentally, the newly hired superintendent for the Fullerton Joint Union High School District had the same idea for a mental wellness check in mind, appointing district officials to create a wellness survey for all schools in the district to send out via email to students to voluntarily fill out the week of Oct. 11. We have a story about this as well.

Yes, like in my case, it might be difficult to share your struggles with a stranger, but having a professional to talk to and confide in is important — especially when you feel there's no one to turn to.

It is our hope that from reading these Spotlight stories, our student body will find or at least consider ways to maintain a well-balanced mindset heading into final exam week two months from now.

Just as I was able to turn to therapy, I hope that you will recognize and appreciate the variety of mental health support available to them here on campus.

So you're feeling stressed? *With the quarter just ending, here are a few activities SH students can do when overwhelmed with school work.*



GET UP: Students can get a breath of fresh air outdoors as they do physical activities like yoga, sports or walking to relieve their stress.

"ME" TIME: Students setting aside time for themselves can help them realize the importance of doing what they love and enjoy.



COUNT ON ME: When students feel overworked, having a strong support system will encourage them to push through tough challenges.



PUSH YOURSELF: Building confidence through challenging work can teach students to never give up and be the best they can be.



District asks students to take survey

ESTHER OH

Staff Reporter

With the goal of gauging the mental wellness of all students in the Fullerton Joint Union High School District [FJUHS], a mental health survey was sent districtwide through an email on Oct. 15 for students to voluntarily take during the triple second period homecoming assembly.

"In an effort to know how students are adjusting and acclimating to their return to school, we would like to administer to students a short survey that will assess their school-based and personal wellness through scaled questions," said principal Allen Whitten, who sent a email to SH parents on Oct. 12 informing them of the Google Form questions.

An outlet for students to share about their wellness and stressors, the district survey is a combination of Panorama and CoVitality, two nationally recognized social emotional learning questionnaire, and will inform the district about the necessary mental health resources for schools going forward.

With questions like, "How often do you feel that you can learn all the topics taught in your classes," the survey aimed to receive responses that will give insight on students' personal and academic lives.

"If there is an area as a totality that students are saying is an area of concern, then we, as a school system, want to respond [accordingly]," said Carlos Alcantara, the district's mental health coordinator. "For example, if 90% of students say that they have academic concerns, then we consider how can we, as Sunny Hills, adjust this fact."

During their second period class on Oct. 15, students got time to complete the survey, which garnered a total of 8,166 responses district-wide with 12.1% of the responses from Sunny Hills students.

"To me, the thought of improving our school through a short, simple survey sounded like a good idea," freshman Dana Lee said. "I would say that I was completely honest in my responses and feel that I was able to get some of my stress out [by participating]."

The survey was optional for students to take, and although administration encouraged that students take part in the assessment, they respected students' decisions to opt out of the survey, according Whitten's email.

"I would have taken the survey, but I was unaware of it," senior Jared Wiggs said. "However, I think it's important for students to be able to express how they feel, even if it's through a short survey."

School administrators sympathize with those hesitant to participate.

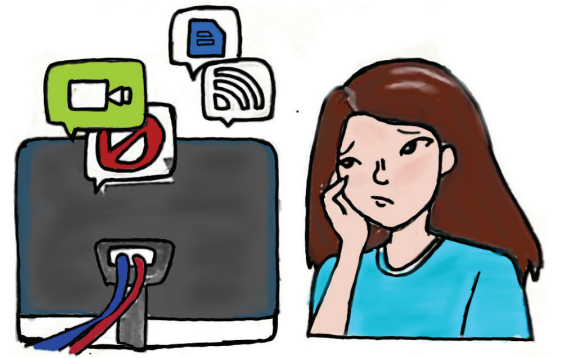
"Although we encourage that our students take part in this assessment, we respect your decision to have your student opt out of this survey," Whitten wrote in his email.

HEAD TO HEAD

LEARNING ENVIRONMENT



Two Accolade editors discuss how in-person school and distance learning have affected their well-being



KRISTIMA ARYAL AND CHARTI LEE | theaccolade

Distance learning provides much time for introspection

Friday the 13th, 2020. That day of school before all Fullerton Joint Union High School District schools “temporarily” closed down because of increasing COVID-19 concerns is one that I am unlikely to ever forget.

The night before, I had stayed up all night writing an essay on “Macbeth.”



Krishna Thaker
Special Sections Editor

Four cups of coffee and 15 minutes of sleep later, I was on my way to school.

Days like that were not uncommon as my schoolwork and extracurricular activities often left me with little free time.

So, when the announcement from

principal Allen Whitten told us that we would not be returning to school for three weeks, which included one week of spring break, I had to stop myself from literally cheering out loud.

Although the next year and a half I spent in online learning was challenging at times, it had its benefits.

Distance learning gave me increased control over my schedule, allowing me to work on assignments during my productive periods instead of being forced to do it all during a noisy class period or an irritatingly long Zoom.

This development decreased my stress

and anxiety about assignment due dates.

Furthermore, doing school from the comfort of my own room eliminated the need to dress “trendy.” Most days my outfits consisted of an old T-shirt and pajama bottoms.

For people like me, who often feel anxious about fitting in at school, online learning drastically improved my social anxiety, as I no longer needed to face any judgement from my peers every morning.

I also noticed that my eating habits started to improve since I could go downstairs in my house to the kitchen and grab a snack or meal whenever I was hungry. In-person school, on the other hand, was often so hectic that I would often have my first meal of the day after school.

Attending school from home also brought me closer to my family.

Being home made it easier for me to periodically check in with my loved ones throughout the day.

I understand the argument that in-person learning is better for our mental health because we get healthy social interaction. I too felt isolated when I did not see my friends for months.

However, the benefits of remaining at home gave me a much-needed “vacation” from the harsh realities of everyday life.

In the end — though I am glad to be back in the classroom with my friends every day — I look back on the days I spent in quarantine fondly. Boy am I hungry.

Conversation among peers cleanses mind, reduces stress

Sophomore Year 2020-2021: No dances, no football games to attend and no classrooms to chat in.

Distance learning, aside from stunting the academic aspect of school, left me



Kate Yang
Web Managing Editor

staring at my computer screen for long hours without uttering more than a couple of words. The silence completely consumed my daily school hours and left me feeling empty, almost hollow on the inside.

These past couple of months coming back to in-person learning truly demonstrated the power one conversation between myself and another student or teacher holds over lifting my mood for the rest of the school day.

Especially after a long day’s worth of online testing and lectures, I missed the quick passing periods I used to spend rambling to my friends about the previous classes. Remote learning offered me nothing but eight minutes of sitting in silence, or the occasional short Facetime call with my friends.

Distance learning, to say the least, took a heavy toll on my mental health.

Upon returning to in-person school, I realized how large of an impact a simple conversation holds over my mental health and emotional well-being. In fact, the

first few days of school demonstrated how exchanging a couple of words, or even smiles, between classes with my friends significantly improved my outlook on life.

Teacher-to-student communication stood as another impediment in the day-to-day life of distance learning.

Although the Student Support period at the end of the school day during the 2020-2021 school year offered accommodations for questions or clarifications, asking a teacher for help over Zoom or email proved to be much more of a hassle compared to raising a hand in class or stopping by during break.

Distance learning, however, did take into account student mental health by easing the academic aspect of school.

The flexibility of my distance learning schedule allowed me to get ahead and cleared my worries in regards to late assignments and piling work. Though, in the long run, any free time only encouraged procrastination habits for the in-person school year.

Open note exams simplified maintaining a high GPA, but they did not contribute to retaining the knowledge I use for the classes I am taking this year.

In-person learning accommodates student mental health through simplified communication between students and teacher

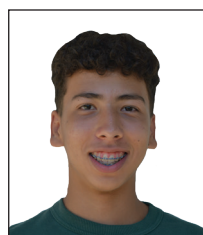
Boy am I glad to be back.

Mental health check: online school or in-person learning?



“I definitely struggled a bit with my assignments because I wasn’t as motivated in online school.”

— Reagan Mellana, 9



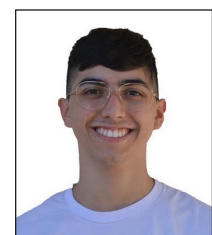
“Not having that social interaction with people hurt my mental health.”

— Carlos Arguello, 10



“During online school, I had more free time in general and caught up on sleep.”

— Brenna Jordan, 11



“Talking to friends while in online classes on Discord brought me much happiness.”

— Luke Linares, 12

District sets up Care Solace to provide mental wellness support for stakeholders

DIVYA BHARADWAJ

Co-Feature Editor

873. That's how many engagements there have been between Care Solace and the Fullerton Joint Union High School District since July 2021.

"Care Solace is an agency who [has] experts in linking any person to a mental health provider," said Carlos Alcantara, the District Mental Health Coordinator. "They're hoping to address depression, anxiety, eating disorders, substance abuse, or whatever the issue may be."

The district first partnered with Care Solace in 2020, with the goal of promoting the health, safety and well-being of students, staff and their families, according to Care Solace.

Users of this service are able to obtain resources confidentially. Care Solace does not require a name, address, phone number or date of birth. It helps to connect community members with mental health professionals by setting up first appointments to properly ensure their goals are met and the best service is available.

The district partnered with Care Solace

to better the support system for students who may be struggling in any aspect of life, such as stress, depression, anxiety and more.

"We didn't want to overlook the non school related concerns that students were

30% of 54 polled have heard of Care Solace, the district's mental health service

Source: *The Accolade* online poll

having and also family members there were having," Alcantara said. "That's where Care Solace came into place, where we would be able to provide both the school based mental health support on campus and then non school based related concerns that have been linked to Care Solace."

Adding to the traditional services provided by the district, Care solace assists students with stressors outside of school that affect academic performance, attendance and engagement.

"It gives me great confidence that no matter what meeting I walk into that, no matter what parent calls me, no matter what student emails me, we will know how to successfully help them," he said.

International Baccalaureate [IB] Mental Health Coordinator Senior Dane Sprague, who leads bimonthly mental health seminars with Alcantara for students, believes that mental health is overlooked, a problem that Care Solace addresses.

"I don't know if mental health programs can completely fix unbalanced lifestyles, but hopefully it helps, especially in rigorous programs like IB and Advanced Placement classes," he said.

Along with the district's goal of providing support for students, a Wellness Survey was conducted on Oct. 15 during 2nd period. Asking questions ranging from how safe students feel at school to how supported they are by their peers and teachers, the survey gathered information about how students are feeling at this point in the se-

mester.

According to the survey, the goal of the survey was to "better understand how our students are doing and develop plans to support all of our students". Students throughout the district took the survey.

Senior Rachel Lee, one of many who took the wellness survey, commends the district for providing support to students who may have no one else to turn to for guidance.

"I personally find that my peers are my best mental health support, but for those who cannot say the same, I think that the district is getting better at providing that mental health support to students," Lee said.

Alcantara looks forward to using the data collected to better understand what students are struggling with and how to provide resources targeted to those observations.

"We really want student voices to be a part of how we move forward as a district," Alcantara said.

For more information about the Fullerton Joint Union High School District mental health resources, please visit <https://www.fjuhsd.org/domain/1476>.

Social media affects SH students' mental wellness

KRISTIMA ARYAL

Web Editor in Chief

For freshman Kayla Salcido, she checks it whenever she has time.

Junior Yesha Patel checks it during the passing period, break and almost every hour at home.

Senior Dylan DeSimone says he checks it over 15 times at school and even more after.

In recent years, social media developed into an increasingly popular method of communication and connection among adolescents and young adults.

"I use Snapchat most often," Patel said. "Everyone uses it, and it is a good way to talk to people in a fun way."

A 2018 study conducted by the American of Child and Adolescent Psychiatry shows that 90% of teenagers 13 to 17 years old use social media and, of that number, 75% report having at least one active online profile.

As more teenagers find their way into the digital world, concerns over declining mental health increase.

In a research report done by the 5Rights Foundation, a non-profit organization that works to protect digital rights, found that social media's addictive nature

makes children feel like "they can't stop scrolling."

Students at Sunny Hills share this sentiment.

"If you spend two hours a day on social media, that means we spend one month every year on social media, and I know my screen time is well over two hours a lot of days," DeSimone said. "I feel like it's taking a lot away from things I could be doing that are so much more productive."

As social media influencers — individuals with large followings on online platforms — gain popularity, many feel insecure.

"There's always false hope sold by the influencers," Patel said. "The biggest one is Kylie Jenner saying her lip kit is the reason why her face changed but turns out it was a plastic surgery procedure; [this lie] makes a difference in a little girl's life."

Scrolling through the vast number of "perfect" influencers online makes Patel feel inadequate.

"You don't want people body-shaming you, and I know, based on experience, there are days where I am especially insecure, and when something points it out, it makes everything worse," Patel said.

On campus, Salcido says that

social media dictates trends.

"What we see, especially when we are growing up and our minds are still developing, affects us," the freshman said. "We just want to fit in."

However, while social media has its cons, Salcido states that she cannot ignore the educational value of social media. Accounts such as @nickthetutor and @maths.hacks provide advice and examples that aid students.

"[Social media] seriously helped me with my grades with little tips and tricks plus day-to-day life hacks I find useful," she said.

Nevertheless, head guidance counselor Beth Thomson encourages all students to stay mindful when online.

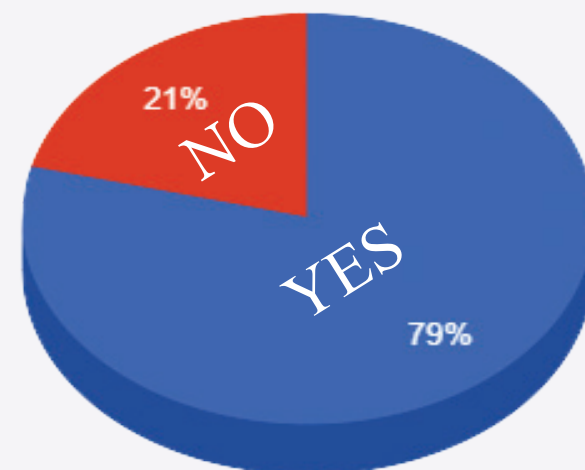
"Anything that you take in that isn't making you feel good about yourself should be cut out of your life," Thomson said.

Thompson encourages students who are struggling to reach out to trusted adults in their lives.

"Talk to a mature person who can give you insight on how to manage [social media]," she said. "It is more important to have organic experience with life."

Even with the rising number of studies proving the negative effects social media has on mental

Does social media negatively affect your mental health?



*From 52 responses
Source: *The Accolade* online poll

health, it is clear that such online platforms are here to stay.

"How [teenagers] see themselves and rumors about others can get twisted so easily online," Salcido said. "But it's still a really cool way to connect with others and learn so many different things."

Now that the potential harms of social media are apparent, DeSimone feels it is the students'

responsibility to protect themselves online.

"I remind myself that trends are temporary and the reality is that no one's personality should be based on influencers on TikTok or Instagram," he said. "A lot of awareness has been brought [through] the [pressures] of social media in the past few years and more people are realizing that it's a problem."



Lessons for California Teen Driver Education

This California DMV approved Driver Education course contains 11 lessons with a practice quiz at the end of each lesson.

Click a lesson title below to launch it.

1. Teen Driving Responsibility	Completed ✓
2. The Automobile in America	Completed ✓
3. Psychological & Physiological	
4. Physics and Natural Laws	
5. Signs, Signals & Road Marks	
6. California Licensing & Registration	
7. Vehicle Components	
8. Rules of the Road	
9. Auto Accidents: Causes & Prevention	
10. Sharing the Road	
11. Driving Under the Influence	

VROOM! VROOM! TO SAFETY: A screenshot of the lessons that the 21 Sunny Hills students enrolled in My California Driver's Permit have to take and complete before they can go to the Department of Motor Vehicles to obtain their driver's permit.

Free online driver's ed course spots fill up

JAIMIE CHUN

Copy Editor

Sophomore Kylee Lathrum did not want her parents to spend what could amount to nearly \$60 or more to pay for a driver's education program to enroll in before she can take her Department of Motor Vehicles [DMV] permit test.

Lathrum's parents had already forked out \$65 two years ago for her older sister, senior Kaylen Lathrum, to learn from My California Driver's Permit, an online-based program.

So when the 10th-grader heard over the period 2 morning announcements Sept. 9-10 that the Fullerton Joint Union High School District [FJUHS] was offering eligible students a

chance to sign up with the same online firm for free, she was thrilled she got the better deal than her older sister.

"My parents wanted me to take the course because it is free, and we wouldn't need to spend time looking for one online like my sister did," said Lathrum, one of 21 Sunny Hills students who got notified that they got a spot to take the online driver's ed course. "My parents actually got mad that my sister didn't hear about the school's course, but I guess it's good for me since I now can spend more on my holiday gift."

Once SH participants receive their login information, guidance technician Evelyn Casillas said she highly encourages them to finish the entire 11-lesson

course within eight weeks. If district officials identify inactivity, they will notify Casillas, who will in turn follow up with the student about the issue.

Without a group rate discount, My California Driver's Permit still costs \$65 per person, according to the program's website. No information was available as to how much the FJUHS pays My California Driver's Permit to allow students to enroll in this online course for free.

But according to a Nov. 7, 2014, online *Orange County Register* article, the district was spending \$12 per student at that time for an unidentified online driver's ed program.

Although the California Education Code states that a form

of driver's education should be offered in grades 7-12, the requirement has gone unenforced over the years as local school boards have faced past budget issues, and several districts have opted to focus on college-readiness courses instead.

As a result, several California schools have ended offering driver's ed as an elective.

For those in the FJUHS who wanted to take the online course, they had to submit their applications, which required parent permission, and the district had to confirm their age eligibility, which is 15½, to Casillas by 4 p.m. on Sept. 15.

"[Admission] was first come, first served," she said. "As the

Driver's education >> Page 7

2030 class hit with new grad requirement

NEVYA PATEL

News Editor

Starting with the Class of 2030 — five years from now — all public high school students will be required to take a semester of an ethnic studies class as part of a new graduation requirement signed into law by Gov. Gavin Newsom.

Newsom approved Assembly Bill 101 on Oct. 8 after years of political wrangling over the specific details of the course requirement.

Because the legislation had just been added to the state education code, some social science teachers — including department chairman Greg Abbott — have declined to comment on the new development and how it would affect the Class of 2030 and future classes.

But social science teacher Hera Kwon applauded the move.

"I think it's a great addition to the four-year high school experience," said Kwon, who teaches American Government and U.S. History. "I knew very little about ethnics studies until I went to college, and it was like I discovered a whole new part of American history that I knew nothing about."

"So hopefully students won't have the same kind of shock if they have ethnics studies as part of their high school graduation requirements where they will be more informed about the history of their country and all the different people that were here."

Ethnics class >> Page 7

ENVIRONMENTAL CORNER

The Fullerton Joint Union High School District [FJUHS] has been placing blue recycling bins in classrooms in compliance with Senate Bill 1383, which was signed by former Gov. Jerry Brown Sept. 19, 2016.

The law requires all public facilities to put into effect recycling programs by January 2022, FJUHS operations manager Raul Cervantes said.

Though the district had banned the collection of recyclables like plastic water bottles and aluminum cans from campuses in 2018 to keep pests away, the new recycling bins are only for the collection of such material as

plastic, cardboard and paper.

"In the past, the recyclables would sit in the classrooms for many days — sometimes even weeks — creating a reliable food source for pests," Cervantes said. "Currently, we are removing all recyclables daily and depositing them in a dedicated recycling dumpster not allowing pests to maintain food sources."

The FJUHS supplied all campuses across the district with enough blue recycling bins for each classroom before the beginning of the school year; for those that have yet to receive a bin, Cervantes said he will ensure that the FJUHS custodial

staff puts one in each room.

In addition to collecting the recyclables, the program aims to recycle edible food and increase composting, the former not happening yet because of COVID-19 concerns.

"I want everybody to participate and support this recycling program," Cervantes said. "At the end of the day, this is for the Earth [and] ourselves, and we're helping recycle and lower landfill."

Environmental Corner will appear occasionally.

Contact The Accolade at theaccoladeshhs@gmail.com if you have story ideas for this feature.



NEVYA PATEL | theaccolade

COMING TO A CLASSROOM NEAR YOU: Sunny Hills night custodian Mark Bermudez shows what the new recycling bin will look like when they are placed in classrooms.

Stag dances postponed to possibly November

MINJEONG KIM

Feature Editor

With the homecoming dance over, students will have to wait only another month or more to attend their next social event, Associated Student Body [ASB] officials said.

But like with the Oct. 16 event last weekend, any upcoming stag dances for the 2021-2022 school year are projected to be held at the Sunny Hills quad instead of the gym to meet state COVID-19 health and safety guidelines that restrict indoor activities to crowds of no more than 1,000.

"We are leaning toward doing stag outdoors, and we heard that in the past, people really liked having it outdoors," ASB Parent-Teacher-Student Association [PTSA] commissioner senior Tara Kim said.

In previous years, the PTSA worked with the ASB to organize these events as part of PTSA fundraisers; stag dances do not require someone to officially ask a date in order to attend.

Although the first stag dance was originally scheduled for the beginning of the school year on



Image used with permission from the Associated Student Body
STILL ADRIFT: Themed "Drift," the last stag the Associated Student Body [ASB] worked on was in March 2020 — a week before the pandemic hit. The ASB hopes to reboot it next month.

Aug. 27, it has since been postponed almost three months because the ASB prioritized the students' safety, and the event could not be rescheduled because of a conflict with the Oct. 16 homecoming dance.

ASB co-adviser Mike Paris said the ASB is looking to schedule the next upcoming stag dance for November, although a specific date has not been deter-

mined as of this month.

A lot of what will happen with stags will depend on the COVID-19 situation at the time.

"We normally have a welcoming stag, middle stag and an end-of-the-year stag," Paris said. "The first welcoming stag was canceled because of COVID-19, [but] the one in the middle could be flexible — maybe between Thanksgiving and winter break.

"Hopefully by the end of the year, we won't be restricted [from] having it indoors because it breaks the traditional stag event."

Senior Paul Yoo is one of the students who looked forward to attending the first stag before it was postponed.

"I didn't attend any dances in my previous years because none of my friends really went,"

said Yoo, who did not attend the homecoming dance but instead chose to go bowling with his friends. "I wanted to go this year because it would be my first and last time to enjoy these dances while I am in high school."

As no stag dances were held last year with the continuation of the COVID-19 pandemic, underclassmen, including sophomore Kayla Taylor, missed out on the chance to experience their first high school social.

"I will attend stag this year if there is one, whether that be outdoors or in the gym," said Taylor, who chose to also attend the homecoming dance. "I am looking forward to a less formal dance that I can go to with my friends because I couldn't do that freshman year."

To make up for the loss of another awaited traditional campus event, the ASB hopes to have at least three more stag dances before the school year ends. The specific dates and themes for these have not been determined.

"We're not sure about what the situation will be like by the next stag," the ASB's PTSA commissioner said. "But I think it'll be safe as long as students wear masks to attend the event."

Officials re-institute Saturday school — emphasis on value of attending classes

SUSIE KIM

Social Media Manager

For the first time since the COVID-19 campus lockdown in March 2020, school officials have restarted this month in two rooms on campus Saturday school, a consequence given to students with attendance issues.

"Saturday school is utilized as part of our attendance process for students who have truancies, unexcused absences or have excessive tardies to class," said assistant principal John Oldenburg, who coordinates the program. "We have had three Saturday schools thus far this school year, and students who attend have done a wonderful job."

Besides avoiding class, those who don't serve their detentions, held every Wednesday after school in Room 24, could also be assigned a Saturday school to serve, Oldenburg said.

The first Saturday school session started Oct. 2 from 8-noon in Room 83 with approximately 10 students who showed up, he said. Students who do not attend are typically reassigned to Satur-

day school for another weekend, given an additional session or serve other consequences such as in-house suspensions.

Those serving their consequence must bring some academic work to do; if they sleep, the Saturday school supervisor — usually a teacher — will remove the student from class and the individual will discuss another consequence with Oldenburg, the assistant principal said.

"Most students have assignments and other things that are due, and the weekend is a great time to catch up on them so that's what we typically ask of them," Oldenburg said.

In the past before the coronavirus pandemic, school officials usually started this program earlier in the school year. But they decided to hold off until nearly two months into the 2021-2022 academic year to ease students' transition to in-person learning.

"The vast majority of our students stayed home through the hybrid schedule, so we really wanted to intentionally give students an opportunity to get back to school, get back into routines and become comfortable being

students again," Oldenburg said. "It also allowed the students to really understand and learn about our expectations here at Sunny Hills."

Because school officials couldn't require students to serve their weekend consequence during the coronavirus pandemic, Oldenburg said he often held parent or family conferences to discuss students' decisions to not join Zoom class sessions.

"The online platform doesn't really work for Saturday school," he said. "In that respect, I would say that a majority of schools did not do something because we were not able to have a large number of students on campus."

Even though school officials have reinstated this program, Oldenburg said only a small portion of the student body has had to go to it.

"We're very fortunate with the attendance here at Sunny Hills because it is very good," he said. "Our goal is to have the smallest number of students at Saturday school as possible because we want students to be meeting those expectations of Lancers."

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FROM PAGE 5

ETHNICS CLASS

Despite the fact that the graduation requirement will not affect sophomore Addison Cannon, she agreed with Kwon about the benefits of such a course.

“I think it’s a good idea because it’s important to learn about the different cultures that shaped our country,” Cannon said. “It might be annoying to add another social studies class, but I wouldn’t mind it.”

The ethnic studies model curriculum is available on the California Department of Education website and includes the preface and chapters 1-6 of the course.

Some guidelines the schools must follow are adapting the model curriculum to reflect the demographics of the communities and include examples of courses that meet the A-G admission requirements, according to the California Legislative Information website.

For senior Benjamin Kim, he was disappointed that he will not be able to take such a course to graduate.

“I see that a lot of students do not know about their own history, and it’s upsetting,” Kim said.

“People should know about their own backgrounds.”

Meanwhile, Kim said he hopes for more coverage on minority groups in the country because of his underwhelming experience in his Honors World History class.

“I remember when I studied world history — it felt like there was only half of a page of information about Korea, and I was confused because a large portion of students at our school are Korean,” he said. “Not many ethnicities are represented in history classes, and I hope that changes.”

“I think it would benefit future students and make them knowledgeable about our country and the different people living in it.”

There has been criticism of the new law, labeling the ethnics studies course similar to a critical race theory class.

“I think the class is acknowledging that different groups of people have been oppressed in the past and are still being oppressed,” Cannon said. “It’s addressing our current and past events and discussing how we can change the future.”

RELATED STORY

Staff Editorial: Kudos to Gov. Gavin Newsom for finally taking action on ethnic studies.

See Opinion, page 8.

FROM PAGE 5

DRIVERS EDUCATION

students return them back to me, I timestamp them, so there’s no issue of blunder [in] submitting it.

“Then I send them to the district office, and they verify all the information.”

According to the DMV, in addition to completing a driver’s ed course, minors 15½ years or older must complete the following requirements before taking their driver’s license exam:

- pass the written knowledge-based permit test at the DMV

- within the six months of being a permit-holder, obtain six hours of behind-the-wheel training and complete 50 hours of on-road practice (10 of these hours being night driving) that is supervised by a qualified adult

Casillas said the district usually opens only 15 spots per campus, but FJUHS officials informed her that Sunny Hills was allotted six more openings this school year. As of Wednesday, two students are on Casillas’ wait list.

The online course has been

quite popular over the years since Casillas took over as the SH site coordinator for it in 2012, she said. But last school year during distance/hybrid learning, interest in the free course waned significantly with only two students signing up.

“At least we had 100% [completion rate] because I had two sign-up and two complete, which to me was a success since at least students who wanted it, got it and were able to go through the course,” Casillas said. “But previously, I had always filled out [on spots].”

Once students finish the course, the online driver’s ed program will send a pink certificate of completion form to the school.

“Then we deliver it to the student or have the student pick it up,” Casillas said.

With the slip, students can go to the DMV to take a written test, which they must pass to earn their driver’s permit.

Sophomore Favian Henriquez is another of the lucky 21 who got approval to sign up for the online course.

“I wanted to help my mom with driving and doing chores for her, and I thought completing the education portion through the school would be the most convenient way,” Henriquez said.

After getting an email with his username and password on Oct. 8, he said he was surprised and pleased with the straightforwardness of the course.

“It’s going well, and it’s actually really easy,” said Henriquez, who’s on the fifth lesson as of Thursday. “All you have to do is read the lesson and answer questions.”

“The questions are also a mix of multiple choice and free response, so it really tests my knowledge.”

Lathrum said she also appreciates that the course offers more than just the fundamentals of safe driving.

“I was scared to start this, but it’s pretty cool because I didn’t know we would be learning about the first cars and the evolution of them over time,” she said. “Overall, learning the origins of cars made me appreciate them more.”

But does this experience remind Lathrum of last year’s Zoom distance learning?

“I was happy it was online because it’s faster, but I’m sick of the computer,” she said.

For more information about the free online, 11-lesson course, contact Casillas at ecasillas@fjuhsd.org or (714) 684-6127 or visit her in the College and Career Center in Room 2.



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STAFF EDITORIAL



JACQUELINE CHANG | theaccolade

ETHNIC STUDIES: Gov. Gavin Newsom's action signals important step toward a fairer history curriculum

The Accolade editorial board vote count: 15 consider a semester-long ethnic studies class becoming a requirement for high school graduation a beneficial addition to students, 2 do not.

Living up to its name, Assembly Bill 101 [AB 101] introduces to classrooms the “101” of cultural history — including the parts that have long been neglected until now.

It has become expected for high school students to know the milestones of U.S. history. This is where most students’ knowledge stops, clueless about the history of other cultures.

However, AB 101, authored by California assemblyman Jose Medina and signed into law by Gov. Gavin Newsom Oct. 8, requires public high schools to teach a one-semester ethnic studies class for graduation that will prepare students with a well-rounded historical background on minority groups, according to the *Los Angeles Times*.

Sadly, implementation of the course won’t affect any students in high school now. High school will have to wait five years before it applies to the first class of students — the Class of 2030.

The plan teaches the “nation’s full history,” as Newsom said in his bill signing statement, educating students about the past of Black, Asian, Latino, Indigenous Americans

and other groups that have experienced marginalization in the United States.

As a result, to receive a high school diploma at Sunny Hills a passing grade in the ethnic studies class will be required.

Especially with recent rises in advocacy for minority groups like Black Lives Matter, this class will bring more awareness to these targeted racial groups. This provides an opportunity to dispel false beliefs about discriminated communities or resolve misconceptions that have accumulated over the years.

The closest class to ethnic studies currently being taught is World History in which developments in Asia, Islam and Africa are introduced, according to the course description on College Board. Later units revert back to focusing primarily on the Americas and Europe.

Furthermore, U.S. and European History, heavily centers on whiteness with brief mentions of outside races, according to College Board’s description of Advanced Placement U.S. History.

This may have been overlooked in the past, but the increasing diversity in American society, as said by brookings.edu, makes it all the more necessary to stress that Eurocentric influence is not the basis of history.

Among the several arguments against the class, opposition to the critical race theory

[CRT] — the idea that racism has its roots in legal systems and institutions — led to school board rooms with representatives from both sides debating the appropriate curriculum.

For example, Placentia-Yorba Linda Unified School District board of trustees debated potentially banning teaching the CRT, according to voiceofoc.org. Some officials argued that it wrongfully targets specifically white figures as oppressors and therefore creates division among the student body.

However, *The Accolade* believes that an ethnic studies class, rather than creating division, counteracts it. Learning about the ins and outs of other cultures, many of which SH students descend from, manufactures a learning environment that encourages empathy and compassion toward one another.

Regardless of any adjustments that may be made in the future, *The Accolade* agrees that this educational opportunity will open gateways to learning about the marginalized groups on campus, allowing students to better connect with each other on a deeper level.

The Accolade editorial board is made up of the top editors and section editors on the 2021-2022 staff with the guidance of adviser Tommy Li. If you have a question about the board’s decision or an issue for the board to discuss and write about, please send an email to theaccoladeshhs@gmail.com.

I’ll collect treats with a mask on this year

Doors shut. Lights off. Empty candy bowls.

This was what the typical house looked like in the formerly festive Halloween season of 2020 amid the COVID-19 pandemic. Last year, my family did the same because we did not feel safe going door to door since vaccinations were not yet introduced, and the spread of the virus was more prevalent.

However, as the number of vaccinated people increases and the world opens back up, more

people, including me, feel safe enough to return to the trick-or-treating Halloween tradition.

Despite the Centers for Disease Control and Prevention [CDC] condoning not wearing masks in outdoor settings, trick-or-treating almost always draws crowds of people within six feet of each other, so it would be better for people to keep masks on since social distancing protocols might be hard to practice.

This should apply to everyone regardless of vaccination status because the tradition involves interacting with multiple unfamiliar families, and we would have no guarantee of knowing if someone is vaccinated or not.

My family and I plan to fol-

low COVID-19 guidelines that encourage mask-wearing and social distancing, especially since we trick or treat in my cousin’s Anaheim neighborhood.

My mom sternly reminded me: “I don’t want any of us getting sick, so keep your masks on while trick-or-treating because we’ll be surrounded by a lot of strangers.”

Wearing masks on Halloween will be crucial for preventing the spread of the virus, especially with children and teenagers who have to worry about in-person school attendance as well as adults who go into work.

Halloween masks >> Page 9

For the record

The Accolade regrets the following errors from the Sept. 24 issue:

In a page 13 Sports article titled, “Spinning Into Success,” the caption describing the state where the 2019 Pacific Coast Synchronized Skating Sectional Championships occurred should have been listed as Michigan.

On that same Sports page, in an article titled “SMASH HIT,” the original Smash Bros that came out in 1999 should have been listed as the Nintendo 64 game console system.

the accolade

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Grace Min
Staff Reporter

No more snoozing out on sleep

NEVYA PATEL

News Editor

Teachers always remind their students of two basic necessities the day before a big test: eat a good breakfast, and get a good night's sleep.

Consuming a nutritious breakfast stimulates brain power and provides energy, while sleeping the recommended seven or eight hours daily gives brains a chance to rest, according to a University of the People article.

It is true that these necessities are important, but they are not realistic for current high school students.

As students continue to normalize sleep deprivation (a temporary or chronic state of not receiving enough sleep), it seems like sleeping less than six hours every night is a feat worth bragging about.

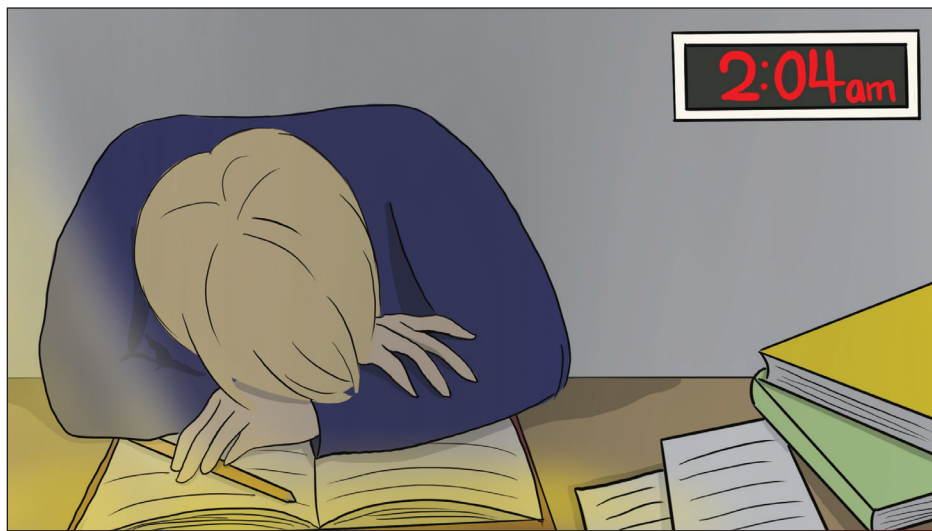
High school students should strive for at least seven hours of shut-eye daily to obtain a healthier mind and body, according to the Sleep Foundation, a OneCare Media Company that licensed its information from the National Sleep Foundation.

Instead of taking a break from studying for an exam, students often pull all-nighters, expecting all their hard work and lack of sleep to pay off when taking tests. Other students tend to pull all-nighters because they procrastinated and did not study until the night before.

In reality, their lack of rest results in decreased cognitive performance, leading to a lack of concentration during class. In fact, the cognitive performance of someone who has been awake for 17 hours is the same as someone with a blood alcohol concentration of 0.05%, according to a *Natural Partner Journal* article. Their impaired thinking shows similarities to those of intoxicated people.

Aside from receiving lower grades on assessments or losing focus during lectures, sleep deprivation causes other issues such as an increased risk of depression, drowsy driving accidents and decreased athletic performance — all of which are issues high school students can relate to, according to a Sleep Foundation article.

Another document from the same



JACQUELINE CHANG | theaccolade

group states that changes in the function of serotonin, a neurotransmitter in the brain, result in sleep issues that contribute to the development of depression.

If students lose interest in school or their grades because of depression, their future could be negatively affected. In addition, a 2015 study of nearly 28,000 high school students demonstrated an association between every hour of rest lost from the recommended amount of seven or eight hours and a 38% increase in the risk of feeling hopeless and sad.

Furthermore, sleeping the recommended amount means that students can be better prepared for their exams, which leads to academic success, according to the American Academy of Sleep Medicine.

Many Sunny Hills students attend a four-year university after graduation, and good grades play a critical role in getting college admissions. According to Collegiate Gateway, 81% of colleges that the National Association of College Admissions Counselors surveyed in 2017 allots significant importance to grades.

Students' GPAs could be better if they were well-rested. Dozing the right amount of hours gives someone a 0.14 higher GPA advantage compared to someone who is constantly sleepy, according to J. Roxanne Prichard, the scientific director of the Center for College Sleep at the University of St. Thomas.

Instead of allocating time to study,

closing the textbooks and heading to bed might be the better solution for a higher test grade.

Not only does a lack of sleep affect students' education, but it can also put those who drive at risk of accidents and serious fatal consequences.

Many students drive early in the morning to get to school, which can result in traffic accidents because of a lack of sleep and increased stress levels, according to another Sleep Foundation article.

An insufficient amount of sleep can cause disruptions in brain parts that control the circulatory system — which circulates blood and lymph throughout the body and inflammations that lead to blood clots.

Developing and overcoming sleep deprivation can be considered a temporary accomplishment in high school when major health problems do not seem like a concern. But creating a cycle with constant inadequate sleep will only cause future complications.

To prevent possible health issues, students need to develop better rest habits to carry with them to college and life after graduation. Not only will their grades benefit, but they will also be better prepared for the workload they will have to juggle in college and during their careers.

High school journeys include many peaks and valleys, but striving through each school day with an exhausted body and brain should not be an added burden.

FROM PAGE 8

HALLOWEEN MASKS

As an athlete, I understand the importance of staying COVID-free to continue playing school sports; therefore, students who plan to celebrate Halloween must consider the consequences if they choose to disregard safety protocols.

Knowing that mask-wearing will be effective in preventing people's respiratory droplets from reaching others, according to the CDC, I believe it is critical to keep face coverings on because I, as well as any other student athletes, want to keep playing our sport.

Even for non-athletes, kids want to maintain their in-person school life, which I have learned not to take for granted after a whole year of distance learning, so practicing mask-wearing protocol on a major occasion like Halloween is a way to ensure our utmost safety.

The most exciting part of this evening will be participating in the costume-wearing tradition, so the concern about masks ruining the concept of some outfits might be valid; however, since masks are small, it will be easy to incorporate them into ensembles without spoiling our ideas.

For people who buy their Halloween ensemble, complementing face coverings can be found on platforms such as Etsy, Depop or Amazon; for those who like to make their own costume, supplies can be found at local stores like Target and Michaels.

This year, I am dressing up as one of the Fireside Girls from the show, "Phineas and Ferb," which entails a brown skirt, burnt orange polo shirt and a matching sash, so I plan on using a brown mask with small Girl Scout badges attached.

Ultimately, I want to ensure that I do everything I can to protect me and my family's health.

So, to keep the innocently frightful festivities of Halloween, those who plan to participate in this tradition must abide by COVID-19 protocols to scare away the coronavirus from our communities.



For the full story, go to shh-saccolade.com

Letters to the editor

Reader response to the Sept. 24 "Devilish licks" News and Opinion articles:

The only reason why I ever found this trend funny is because of how obscure and pointless it seemed. I just don't understand why kids would steal a school's supplies over everything else they could steal, particularly bathroom supplies.

I've seen bizarre licks such as stealing entire sinks and urinals. I think that kids my age did this because they are just a little out of their minds after a whole year of online learning.

— Julia Winters, freshman

When the trend first started, I was very confused about its origins and if it was hap-

pening at Sunny Hills.

This staff editorial helped to clear up most of my confusion and to reassure my opinion that students shouldn't be doing such horrible actions.

— Aiden Oslick, freshman

Reader response to other sections in the Sept. 24 issue:

As someone who is interested in joining a sport, Jiwoo Han's Sports article, "Boys water polo edges La Habra 20-19 in season debut," attracted my interest.

I enjoyed reading about this close game against La Habra and felt like I was watching the game itself.

— Boa Hwang, sophomore

Alex Lee's Arts & Entertainment article, "Montero offers worthy tracks that explore the sexuality of Lil Nas X," accurately depicts the shift in lyricism with modern music.

Indeed, this writing analyzes Lil Nas X's album to demonstrate the ongoing and complex journey he has with his sexuality.

With the rapid advances that our current world is experiencing, it is very important for everyone to be open to the social changes — in this case, sexuality — happening, especially when it comes from those who we actively follow, such as Lil Nas X.

— Giselle Suastegui, junior

Kristima Aryal's Sports article, "Spin-

ning Into Success," was an interesting insight to how a student athlete's life is balanced by school and sports.

As a senior, college is right around the corner, and many of us don't really know what's next.

So to see someone like Vivian Sanchez already on top of her game and knowing what she wants was a huge wake-up call.

I have a huge amount of respect for Vivian.

— Lianore Louise, senior

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The staff reserves the right to edit.



REBEKAH KIM | theaccolade

LIGHTS ON [ABOVE]: Dance Production [DP] senior Jessie Park lifts up her arms to represent Lumiere from Disney's "Beauty and the Beast" during the Oct. 15 homecoming assembly.



TAKE A BOW [RIGHT]: DP seniors David Burn and Tara Kim put the finishing touches to their routine.




REBEKAH KIM | theaccolade

ROYALTY: Homecoming court members surround their queen, senior Savanna Thul, after her coronation during halftime of the Oct. 15 football game.

AS RED AS A ROSE:
The entrance to the dance featured a red carpet for students to walk on before arriving on the dance floor.

NEVYA PATEL | theaccolade



 For more images go to shhsaccolade.com

A TALE AS OLD AS TIME

The Associated Student Body [ASB] used the opening line to the theme song of Disney's animated feature, "Beauty and the Beast," as its homecoming theme during the Oct. 15 assembly and the dance the evening after.

Because of the COVID-19 pandemic, it was the first such events since 2020 though last year the ASB held a homecoming coronation cer-

emony during one of the football games earlier this spring.

Despite the dance being held outdoors, the ASB sold more than a thousand tickets to eclipse sales figures from recent socials. The dance featured such activities as an arcade and photo booth.

— Divya Bharadwaj,
co-feature editor

Royal highness reflects on her experience



REBEKAH KIM | theaccolade

CROWNED QUEEN: Senior Savanna Thul holds a bouquet of flowers after the homecoming coronation.

Q: Who motivated you to apply to be a candidate for homecoming queen?

A: "My mom was my biggest motivation when applying for homecoming queen. She always taught me to be caring, kind and to march to the beat of [my] own drum. I also owe a huge thank you to my Associated Student Body family because they've helped me embrace who I am and helped me come out of my shell."

Q: What memories will you leave with from this experience?

A: "Win or lose, I would have been happy and grateful for the memories that I have, and like [how] I met all the girls on court, and they were all just so sweet. There was so much love and support for everyone through the whole thing, and I thought that was really cool."

Q: What was a special skill of yours that you were proud to mention when applying?

A: "They thought it was funny how I mentioned that one of my special traits is that I want to open a bakery when I'm older and how I already had the layout of my bakery all laid out. I [also] told them about ASB and planning assemblies."

Q: What are some of your contributions to the school?

A: "I believe that my biggest contribution to the school is being an assemblies commissioner. I plan the beginning of the year assembly, International Food Fair and the end-of-the-year assembly."

Q: What advice would you give to future applicants of homecoming court?

A: "Just put yourself out there because you never know what might happen. If you don't do it, you might regret it in the future, so it's always good to at least try."

Q: How do you feel about winning?

A: "I feel really honored and excited to be homecoming queen; it still feels like I have to pinch myself because I never would have thought I would have made it here."

Masks — a new addition to Halloween

RACHEL YUN

Sports Editor

Senior Jessica Kim still remembers how Halloween was like when she was only 6 years old, dressed up as a ninja.

“I remember participating in neighborly traditions, like racing for candy and beating the other little kids,” Kim said.

However, she was not able to take part in her Oct. 31 tradition last year and was forced to stay home and celebrate by herself with store-bought candy that she planned on handing out to trick-or-treaters.

“I’ve been celebrating [Halloween] ever since I was young, so not celebrating last year was a bummer,” Kim said. “I met up with my cousins, but we were unable to do anything eventful.”

But with rising vaccination rates and a steady decrease in COVID-19 cases, she and other students have a chance at revitalizing their childhood activities this Oct. 31.

Nonetheless, this year’s celebrations will not be the same with the lingering effects of the COVID-19 pandemic, limiting students like Kim from enjoying the spooky season to its fullest extent.

“I’m planning on wearing my mask, keeping some distance from



TRICK OR TREAT: Dressed up as a dinosaur for next week’s Halloween, senior Jessica Kim demonstrates how she plans to celebrate the occasion while wearing her mask. Next Oct. 31 would be her first time trick or treating around her neighborhood since the COVID-19 pandemic.

others and looking forward to collecting heapfuls of candies,” she said.

With plans to dress as a dinosaur, Kim said she looks forward to venturing throughout her Fullerton neighborhood with her cousins.

Since this is Kim’s last year when she can formally celebrate Halloween at home, she hopes to create lasting memories with her family.

“I wanted to dress up in my onesie, and plus, it’s my last year

before going off to college, so I thought it would be boring if I didn’t [do anything],” she said.

Students like junior Jacqueline Tapia, who will dress up as the character Chell from the popular video game series “Portal,” is among those who believe that these safety precautions can actually elevate the quality of costumes.

“I am fearful of safety implications during Halloween because I have a weaker immune system than most, and what I will be doing

to reduce these worries is going out in a small group, double masking and keeping my distance from other groups,” Tapia said. “I don’t think that masks and gloves will take away from the experience of dressing up; I actually think that they can add an extra flair to one’s costume if implemented right.”

Other students are also opting to celebrate Halloween by visiting a pumpkin patch or theme parks that hold their own spooky events.

Last year, many theme parks including Knott’s Berry Farm

“ I’m planning on wearing my mask, keeping some distance from others and looking forward to collecting heapfuls of candies.

– senior Jessica Kim

and Universal Studios canceled their Halloween events because of COVID-19’s health and safety guidelines.

However, the reopening of these theme parks earlier this summer has allowed people to once again visit the popular horrifying haunts.

Sophomore Andy Aguirre said he plans to check out Halloween Horror Nights in Universal City with his yet-to-be-planned costume.

“I love getting scared; it’s the best part of Halloween,” Aguirre said.

Kim plans on dressing in her dinosaur costume Oct. 29 to campus.

“I want to take pictures with my friends to remember my senior year Halloween,” Kim said. “I can’t wait to get a lot of candy.”

CLUB CORNER

Breast Cancer Awareness Club raises \$4,486 for medical care

MINJEONG KIM

Co-Feature Editor

For senior Arianna Amirthiah, October signifies far more than just a spooky season of people dressing up in costumes and traveling from door to door to receive candy.

It’s Breast Cancer Awareness Month.

The Associated Student Body [ASB] and the club hold a two-year long tradition of collaborating during this time to organize events such as Miracle Minute (raising money to support a breast cancer patient or organization in each period 2 class), selling T-shirts, bracelets and masks and working with the football program to raise money to donate to this cause.

“The club worked with ASB on some of these [events],” ASB co-adviser Mike Paris said. “Also,

some of the club members are in ASB, so there is a crossover.”

Amirthiah said she decided to organize the pink-themed merchandise — bead bracelets with alternating colors of red, pink and white, light pink masks and black T-shirts with “Lancers” plastered across in hot pink.

Club members were assigned to contribute by making a few bracelets each.

“My co-president and I bought the bracelet materials ourselves to make the bracelets, so I’m glad that a lot of students showed support by purchasing them,” Amirthiah said.

Paris said money from such sales along with Miracle Minute raised \$4,486, which will be donated to Los Alamitos-based Breast Cancer Angels, a non-profit organization that assists individuals during treatment for breast cancer.

“I am very impressed with all of the Sunny Hills community, including ASB and the Breast Cancer Awareness club, for their tremendous generosity and commitment to this cause,” he said.

Sophomore Denise Bravo, who joined the club as a freshman, appreciates the club’s efforts in hosting events to promote Breast Cancer Awareness Month.

“I decided to join this club because breast cancer tends to run in my mom’s side of the family,” Bravo said. “I wanted to advocate for this cause because not only is this related to me, but the community as well.”

Amirthiah said she hopes more students will take awareness of the cause through future club endeavors.

“My goal ... is to educate others on factors [that cause cancer] not known well and to spread awareness,” she said.



AUDREY SEO | theaccolade

PINK SPIRIT: Breast Cancer Awareness Club co-president senior Arianna Amirthiah (left) and junior Siena Ramirez hold up their posters during Club Rush on Sept. 15 in the quad.



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CLASSIC HALLOWEEN SCARES

Students share common love for horror films

HANNAH LEE

Copy Editor

Despite SpongeBob SquarePants laughing maniacally on the TV, then 10-year-old senior Ansh Shah still could not stop visualizing upsetting scenes from the 2013 film, “The Conjuring” — a girl getting her leg pulled, floorboards creaking, a family screaming, doors slamming shut and suspenseful, eerie music.

While “The Conjuring” certainly left young Shah traumatized and kept him away from the genre for several years, he eventually overcame his fears and became an avid horror movie lover.

“I happened to walk down from my room while my mom and sister were watching [“The Conjuring”], and I hated it instantly,” he said. “But as I got older, I started watching more [horror movies] and in the end, grew to love them.”

Shah is just one of the many students at Sunny Hills who enjoy watching thrillers, both new and old, around this time of the year — Halloween.

Favorite films being “It” and “The Mummy,” freshman Lillian Foster proves that she also fits into this clique.

“I watched my first horror movie last Halloween... It was the movie ‘It,’ and I was with friends,” Foster said. “Being scared is kind of fun. It gets my adrenaline going.”

Because of the increasingly



SAMANTHA GALANG | theaccolade

MOVIE MEDLEY: Many students share the same love for horror movies. From classic films like “Scream” and “The Shining” to recent ones like “It,” these avid fans love them all.

more common attempts to unnaturally force plot twists into storylines, Shah and Foster believe that horror movies have gradually gotten worse over the years.

“Nowadays, they are too focused on giving us this major plot twist or great graphics that they forget to give us genuine horror,” Shah said.

Foster agrees with this prefer-

ence.

“I think they have gotten worse because they’re scarier,” Foster said. “I like old horror movies that look fake [more than] the ones that are so realistic that it’s so scary.”

On the contrary, sophomore Katelyn Fu and senior Alex Gonzalez believe that the quality of films in this genre has increased.

“I think they’ve gotten better in terms of graphics and sound,” said Fu, whose horror films are “The Sixth Sense” (1999) and “The Conjuring.”

Like Shah, Fu eventually grew to like horror movies despite her unpleasant experience with her first scary movie, the PG-rated film “Poltergeist,” which left her 11-year-old self very disturbed.

“I vividly remember one scene when the local policeman has an illusion of his skin rotting and crawling with bugs,” she said. “I was traumatized for a good week.”

Some of Gonzalez’s favorite films include “Scream” from 1996 and “The Boy” from 2016. However, the acting and graphics are not the only elements that attract Gonzalez to thriller movies.

“I like horror movies because they make me realize the things I fear are pretty insignificant and small,” he said. “I feel like all the monsters, villains and entities that exist in these universes really trigger that ‘things could be worse’ thought.”

However, senior Jeannie Lee, another SH student who appreciates the horror and thriller side to the entertainment industry, still believes that classics trump recent films; she claims that the vintage elements, such as the old music and low quality production, fit her taste more, as shown in her favorite horror film, “The Shining.”

“I do feel like the recent ones are scarier because we’ve been desensitized to old horror films’ effects,” she said. “I think they add a lot [more] disturbing scenes and effects that get engraved in your memory.”

This Oct. 31, Lee said she plans to spend her Halloween watching spine-chilling films on Netflix with her sister and friends.

Knott’s Scary Farm worth my time, money for all the spooks it offers

I never found amusement parks to be all that amusing.

The long lines, scary roller coaster rides and the expensive tickets kept me from visiting them for nearly six years.



Alex Lee
Staff
Reporter

But after a year of restricted social activities since the pandemic, my interest in amusement

parks piqued upon seeing my friends’ countless Instagram pictures. Despite previously hating roller coasters, I was intrigued by the annual Halloween special event: Knott’s Scary Farm.

For the first time ever, I hesitantly purchased the \$53 ad-

mission tickets on Oct. 17 from the official Knott’s Berry Farm website and gathered a group of four friends willing to take on the adventure together.

I started my journey full of expectations, but nonetheless, I was nervous and scared.

Soon after my arrival, I was astonished by the number of maskless visitors waiting in line since masks were only recommended. Knott’s Scary Farm administration also highly suggests vaccination, but unvaccinated individuals can enter the park—they will be masked at all times.

Entering after a 40-minute wait, the sun had already set, and the night air was chilly, which unexpectedly created the perfect spooky Halloween atmosphere.

The first maze, “Pumpkin Eat-

er,” exceeded my expectations with its creative features.

In spite of my lack of fear toward jump-scars and creepy costumes, the first maze surprisingly frightened me just the right amount for me to eagerly drag my friends to the next ride.

After an hour-long wait for a 5-minute ride, we agreed on attempting “The Depths” maze, another haunted house with a missing person theme. My standards had been too high. This maze lacked intricate costumes for the miners, which detracted the spooky element of it.

After struggling through the twisted pathways, we decided to end our night by experiencing the scary zones, where plenty of “monsters” dressed in frightening costumes and lurking in the



SAMANTHA GALANG | theaccolade

SPOOKY SEASON: Knott’s Scary Farm displays daunting Halloween decor annually Sept. 16 - Oct. 31 from 7 p.m. - 2 a.m.

shadows ready to jump-scare us.

My friends and I reluctantly ended up leaving at 11 p.m. — three hours before closing time.

The long lines prevented me from getting the full experience of Knott’s Scary Farm.

For those who plan to check out this traditional haunt, I

recommend buying tickets as soon as possible because once Halloween approaches, no one will stand a chance against those lines.



For the full story, go to shsaccolade.com

Meet the cast of 'Alice'



The Mad Hatter: "This is my first ever performance in theater, but I think the virtual show will be an interesting opportunity."
— Alison Chan, 10



Alice: "I do expect a fun, interactive experience that will be fun for, not only the audience, but the cast as well."
— Chloe Chun, 10



The Queen of Hearts: "I think it is going to be a good experience for all parties involved."
— Delaney Jackson, 11



The King of Hearts: "Being a senior who has done theater all four years, I have high hopes for the production."
— Zion Mejia, 12



REBEKAH KIM | theaccolade

CURIOUSER AND CURIOUSER: Sophomore Chloe Chun rehearses the lines of theater production's title character "Alice," on Wednesday in Room 26. The play will be recorded for viewing through a platform called, "On the Stage."

The white rabbit trail goes virtual Theater's 'Alice' play to be recorded for December viewing

ANDREW PARK

Entertainment Editor

THE SHOW MUST GO ON[LINE]

- "Alice" — a play based on the Lewis Carroll classic — will be available for viewing in December through "On the Stage" platform.
- Anyone interested in viewing the recorded performance will have to pay; as of Thursday, no specific amount has been determined.

While stage productions are beginning to return to Orange County because the coronavirus pandemic has waned recently, the Sunny Hills theater program plans to join that resurgence.

Though no live performances are scheduled this semester for students, staff and parents to watch in the Performing Arts Center [PAC] — remodeled with state-of-the-art stage equipment shortly before the pandemic — new theater teacher Christian Penuelas plans to record a stage adaptation of Lewis Carroll's classic novel, *Alice in Wonderland*.

Titled "Alice," the play has already been cast since Sept. 30 with 17 students, and after school rehearsals have begun in Room 26.

"It's a great ease into the season, and it's a great showcase piece," said Penuelas, who

plans to record the live performance in the PAC and charge audiences to watch it at unscheduled dates in December. "There wasn't even a fall show planned originally. As we were going through, I thought, 'You know what? I could make this happen as an introductory piece for the season.'"

Because of COVID-19 health and safety concerns, the theater teacher said he plans to use a platform called, On the Stage, for audiences to access the production.

According to On the Stage's website, the online platform makes it easier for theater producers to showcase the production while still being able to charge a certain fee for audiences to watch the recording.

"It's incredibly risky to do a live show," Penuelas said. "For sports, you put the next kid in. With this, there is no second string if a lead in the show gets exposed to COVID and is out for two weeks."

He also made adjustments to the script since the PAC seats will be empty when the performance is being recorded for future streaming.

For example, one change will state, "Characters look out toward the camera and acknowledge the audience."

Though the idea of watching a play through phones or desktop screens may discourage some from this pay-per-view option, Penuelas said he aims to create a more interactive experience for audiences with a

"box of surprise" — something that they will have picked up before the streaming experience starts.

"There is going to be a narrator that says, 'All right, item No. 1,' and you at home watching the video will open the item, an aspect great for young kids who might also want to be watching along," the theater instructor said. "It's going to be a fun logistical experiment."

Sophomore Chloe Chun, who has been cast as Alice, hopes to excel at her role while still enjoying the experience.

"While I am nervous, and I want to do the best that I can, I'm also super excited to be in a play again," said Chun, who has performed on stage since she was 5 years old.

She encourages people to tune in for what she called a memorable performance.

"People's safety is more important," Chun said. "I am just glad that we will be able to perform and entertain in a way that keeps everyone safe."





Freshman girls tennis player ranks No. 4 in the nation, 2nd in the state

HENRY LEE

Asst. Sports Editor

Not dropping a single set this season in her matches, freshman Daniela Borruel has smashed her way into the girls tennis program, becoming a key figure in helping her teammates win a Freeway League title for the first time since 1996.



Daniela Borruel

Borruel said she started playing this sport at the age of 6 when she saw other kids holding and playing with tennis racquets.

“It was funny because my whole family had no relative connection with the sport tennis, and I decided to try it out because it looked fun,” Borruel said.

Currently holding the No. 4 ranking in the nation for her age and competing as a five-star recruit according to tennisrecruiting.net, the freshman sensation said she practices for two hours for four days a week at the Lakewood Tennis Center in Lakewood.

Some memorable tournaments for Borruel were the Final



REBEKAH KIM | theaccolade

BREAK POINT: *The Lancers' No. 1 singles player freshman Daniela Borruel gets ready to return the ball at the Sept. 10 home game against El Dorado. Borruel remains undefeated.*

8 and the Easter Bowl, where she placed second in singles and first in doubles in 2018.

“This tournament helped me improve my skill because I opened up my mind to a lot of more ideas,” Borruel said. “I got to know and meet a lot of new players, so I learned a lot about mental skills and strategy skills as well.”

After Daniela learned the tennis foundation from another coach, her mom, Rosario, has since taken over the coaching duties.

“I have played soccer, basketball, volleyball, American flag football, track and field and softball that have given me the opportunity to help her on court with strategies, fitness process, and mental strength,” Rosario Borruel said.

Daniela Borruel, who remains undefeated in all her matches this season, led her team as a singles player and won 12-6 against Troy’s No. 1 seed Nadia Kojo singles player twice, allowing Sunny Hills to defeat Troy.

Girls tennis head coach Chris

Ghareebo appreciates his No. 1 singles player’s attitude on the court.

“It’s all business on the court, so I’m always pleased because that’s what you want as a coach — just having your players be 100% motivated [and ready] to play,” Ghareebo said.

The coach said he has high hopes for Daniela Borruel considering that she is only a freshman.

“I expect her to keep up her excellent level of play and hopefully win a CIF championship with the team or even individually by herself,” he said.

Daniela Borruel was also recently featured in the *Orange County Register* as girls athlete of the week and hopes to keep getting recognized in hopes of pursuing her dream of playing tennis at the professional level.

“I feel really great to have a lot of support, and I love the fact that everyone cheers for achievements of one another,” said the Lady Lancer, who aims to enter an NCAA Division 1 school such as USC or Arizona State University and enter a pro tour after playing at the college level.



For the full story, go to shhsacolade.com

We finally finish as No. 1 team

0-6. I walked off the court feeling defeated after losing three sets against Troy, unable to get past the Warriors’ dominant plays. It wasn’t a surprise though as the Warriors had impenetrable doubles teams and nationally ranked singles players.

That was two years ago

when our team lost and placed second in the Freeway League. Since I was a freshman, our team was always overshadowed by Troy, placing second in



Rachel Yun
Sports Editor

the final standings.

Now, during my final year here as a senior, we finished undefeated in the league and claimed the conference’s title for the first time in 25 years since 1996, beating Troy 12-6 both times this season. I also had gone undefeated as a doubles player against Troy — a dream come true.

Competing against Sonora, La Habra and Buena Park was fairly easy. However, after three years of playing against Troy, I knew that the Warriors were our true competition.

But knowing that they had lost many valuable players to graduation, I knew we had an advantage this season. So it became even more important to give it our all and strategize wisely if we wanted to come out on top this season.

On the long-awaited day, my doubles partner senior Carolyn Tran and I went into the game as the No. 3 seed, expecting the worst. However, more than luckily enough, we pulled through and won all three games, 6-2, 6-1 and 7-6.

While Tran and I made a large contribution to the win, this victory couldn’t have been pulled off without my teammates. Through three years of teamwork, I realized that my doubles partner had also made the biggest impact on my game.

Making special handshakes and laughing over mishaps during our game, we became a dominant team on the court and best friends off the court.

6-0 — my high school goal of finally winning the League was accomplished, and I’ll remember this accomplishment for years to come.

eSports aims to secure national title for fifth consecutive year

ALICE SHIN

Managing Editor

With a winning streak of three as of Monday and the reigning PlayVS Cup League of Legends champions, the Sunny Hills eSports League of Legends team began its season Oct. 11 with a game against Fairmont Preparatory Academy, aiming to keep its fifth consecutive winning streak for the nationals tournament.

“I am looking forward to a strong season for both the League of Legends team and the Smash team,” eSports club adviser Myra Deister said.

Likewise, League of Legends eSports club co-president junior Cole Sass, who is the jungler — the player who collects gold and experience by fighting monsters on the team’s side — said his teammates could improve on their coordination throughout the

season and recognizes their vulnerability to face some losses; yet, he hopes for the team to win the national tournament for the fifth year in a row.

“I believe that with time and practice, we will definitely be able to win the state tournament,” Sass said. “Our team took a big loss of four amazing senior members from last year, but despite this, we still remain one of the strongest if not the strongest team in California, but our team has room for improvement.”

Because Sass is the only Varsity League of Legends member remaining after the those from last year graduated, he aspires to unite and establish a strong relationship within the returners and newcomers to exhibit enhanced teamwork.

“I plan on making sure our team develops strong team play by exposing them to difficult



Image used with permission from Cole Sass | theaccolade

SECURING NATIONAL TITLE: *The League of Legends eSports team members play their matches against Arcata High School on Tuesday in Room 42.*

games, situations and practice sessions,” he said. “We are planning on not just playing [games] as a team, but also going to team dinners, playing party games, etc., so that we feel like not just teammates, [but] also like family.”

Keeping its hopes high in ad-

vancing to the state and national levels, the eSports League of Legends team members are set to compete against Northview High School starting 4 p.m. on Oct. 26.



For the full story, go to shhsacolade.com

Battle of the Nations: Sunny Hills football becomes first agent of the silver crest

KRISHNA THAKER

Special Sections Editor

The winner of the USC vs. UCLA rivalry football game gets the Victory Bell.

The winner of the University of Las Vegas vs. University of Nevada rivalry football game gets a historic 545 pound cannon, the heaviest rivalry trophy in college sports.

The winner of the Centennial High School vs. Central High School in Colorado rivalry football game gets the coveted railroad bell mounted on a wheeled cart.

And for the first time in the Sunny Hills vs. Troy football game series history, the Lancers took home the silver crest with the logos of both schools on each side after beating the Warriors 22-20, Friday, Oct. 15, a match-up at Buena Park High School stadium.

Members of the Sunny Hills ASB executive cabinet created this event this year in order to foster school spirit and start a long-standing tradition of friendly competition.

"I'm really excited for this game to happen because I think that it'll create a bigger turnout every year and it's just fun to have everybody get together and

enjoy the game," ASB vice president Ellen Kim said.

The shield, which was ordered from a company in India, will be presented to the winning school by the Troy and Sunny Hills High School principals in a ceremony on the field.

One main condition that administrators applied to this challenge between the two schools is that both sides must keep the rivalry friendly.

"We agreed to include a clause in the constitution for the event [which both school's ASB signed] stating that it'd be canceled if there's any negativity," Kim said. "ASB and all students will do their best to maintain a positive environment."

Billed by the ASBs from both schools as the "Battle of the Nations," the Spirit Weeks leading up to the game were also meant to elevate interest in the game, which also happens to be Sunny Hills' homecoming queen announcement which will occur at half time.

Sunny Hills featured days like "Press Snooze on Troy" when students dress out in pajamas, while Troy encouraged students to "Des-Troy Sunny Hills" by wearing its school colors.

"This is the start of a tradition we hope continues for years to come," ASB treasurer senior Isa-



REBEKAH KIM | theaccolade

ALL SMILES FOR THE WIN: Lancers huddle and celebrate after their Oct. 15 Battle of the Nations victory against Troy, taking home the shield as a token of their triumph.

bella Ramos said.

Sunny Hills head football coach Peter Karavedas said the battle on the field for the crest will not bring added pressure on his players to win.

"I think it's a great thing anytime you can get great local rivalries — that's what high school football is all about," Karavedas said.

"It should be a very tough battle on Friday night."

Other players on the team also share their coach's assessment of what's at stake in the game.

"As a team, of course, we are excited to go up against Troy, and our players definitely have stepped out and executed our plays on a different level," football linebacker senior Alexander

Cho said. "We don't feel extra pressure because we have refined and perfected our plays offensively and defensively, which we are ready to execute tonight."

With a Lancer victory, Sunny Hills will remain in contention for second place in the Freeway League after losing to La Habra two weeks ago during a home Freeway League opener.

Lancer Nation 'rocks' OCVarsity Student Section

IRENE SHEEN

Social Media Manager

When the Oct. 15 rivalry football game against Troy High School ended, the 22-20 win kept the Lancers in second place in the Freeway League.

It also awarded the Sunny Hills student body with a first-time prize of a gray shield, which both schools' football teams will contest for in years to come.

Upon returning to campus Monday, students discovered through a lunch-time public address system announcement that the Battle of the Nations football game netted one more award — the Orange County Register's OCVarsity Student Section Champion for Week 8.

"When you're battling for the Shield, you have to take it up a notch, and that's what the Sunny Hills Lancer Nation did," *Orange County Register* and Student Section reporter Manny Alvarez wrote in Monday's online article. "... Sunny Hills packed the stands for its battle with the Troy War Zone."

This was the first time that the recognition was given to the Sunny Hills fans since 2019 when the football team claimed its CIF-Southern Section Division 8 title.

Head football coach Peter Karavedas also couldn't help but notice the impact



KRISTEL LACESTE | theaccolade

LANCERS ROCK THE HOUSE: Among the sea of black and yellow, thousands of Sunny Hills students cheer for the football team that was playing against Troy High School during the Oct. 15 homecoming game.

that those sitting in the home stands had on the outcome of the game.

"You could see the excitement the boys felt when they would make a big play, and that was just fueled by that crowd and that student section," Karavedas said.

The Associated Student Body [ASB] anticipates another fiery crowd to support the football team during its last few games of the Freeway League season at home tonight against the Sonora Raiders.

"I have similar expectations to keep up with our decorations and [continue] having the school spirit," ASB athletics commissioner senior Natalie Moss said. "[I hope that] people know the chants and are learning them, [so] it's not more of an ASB thing, but [something] everyone and the whole school knows."



For the full story, go to shhsaccolade.com

FALL SPORTS' FREEWAY LEAGUE RECORDS

Football 2-1
2nd in league



Girls Golf 7-3
2nd in league



Girls Tennis 10-0
1st in league



Girls Volleyball 5-5
3rd in league



Boys Water Polo 2-3
4th in league



Cross Country
Boys 3rd in league, girls 4th



compiled by Grace Min

WE ARE THE CHAMPIONS

For the first time since 1996, the girls tennis team captures the Freeway League title



ALL PHOTOS BY HENRY LEE | theaccolade

SMASH: No. 1 singles player Daniela Borrueal finishes her final Freeway League matches against Fullerton, going 3-0 in all her matches to help the Lady Lancers to capture the league title.



SENIOR NIGHT: The Lady Lancers come together for a final traditional cheer with their seniors after Thursday's win.



FINAL SPLASH: Members of the girls tennis team dump water on top of girls tennis head coach Chris Ghareebo in celebration after capturing the Freeway League title Thursday after defeating Fullerton Union High School in a Thursday home match.

Q&A with Chris Ghareebo

Head tennis coach

Q: How do you feel after breaking such a long streak and winning Freeway League for the first time in 25 years?

A: "I feel absolutely estatic that we were able to pull off such a fantastic acheivement. When I first took over, that was my goal, and we accomplished it today."

Q: What are your expectations for the team now that you are qualified for the CIF playoffs?

A: "Whether it be winning it all or not, I want the team to compete our hardest and live with the results."

Star Players



..... No. 1 Singles freshman Daniela Borrueal

..... Undefeated Freeway League record: 30-0

..... Went 6-0 against Troy to capture the league title.

..... Recognized Tuesday as the Orange County Register's girls athlete of the week

No. 2 Singles junior Crystal Kim

Freeway League record: 28-2

Went 4-2 against the Troy Warriors

Four-star recruit according to Tennis recruiting Network



Q & A and player stats compiled by Kristima Aryal