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The PLATINUM PREVIEW

SCHOOL NEWS



A Guide to Finding a New Job During the Pandemic

Page 4

EDITORIALS



Nothing Destroys the Planet like Big Oil Does

Page 5

A & E



Global Pandemic Will Not Deter Halloween Celebrations

Page 10

SPORTS



Alumni Spotlight: Justin Dedich Paves his Future in Football

Page 13

New Expectations for Learning Second Semester

Alexa Neal '22
Editor-in-Chief

While Riverside County was recently moved back into the purple tier on Tuesday, October 20, the plan for reopening high schools on January 5, 2021 is still a possibility. Two options for school are offered for second semester—online or hybrid, where students would only be on campus for a few days of the week. In order to ensure the safety of students and staff, there will be many new safety procedures and features implemented, and personal protective equipment available.

The plan for reopening will follow a cohort model, with online or on-campus options. While a specific hybrid schedule has not been fully developed, students who choose this option will have two in-person learning days as well as three asynchronous days at home. Cohort A will be in person Tuesdays and Thursdays, and Cohort B will be in person Wednesdays and Fridays. Asynchronous learning will be the days not spent on campus and Mondays will remain asynchronous in order to stay consistent with the elementary school schedule. Students will be placed into their cohorts based on their last name, and siblings will be in the same cohort. If students choose to continue with online

school, they will not be sorted into cohorts, but their schedule would match the cohort model of times and periods. "I think first and foremost they're [the district] just looking out for [the] safety of everyone and they just want to make sure that, hey, we can follow those protocols and safety procedures with half of our kids on campus before we just put everybody together," said Principal Mrs. Tina Miller. Cohort learning starting as early as January 5 will most likely be similar to what it currently looks like. Daily schedules are not confirmed, but according to Miller, the district has been discussing two different ideas—a block schedule and a non-block schedule.

Numerous safety procedures will be practiced in order to keep the school environment safe. This includes self-screening at home, specific entry points onto campus, avoiding arriving at school early and congregating outside, and signage that will remind students and staff to wear masks, wash hands, socially distance, and follow designated routes. As for personal protective equipment, schools will be sent various items depending on their needs such as cloth and disposable masks for both adults and children, adult face shields, gloves, disinfectant spray and paper towels, and plexiglass will be available on campus. Student and employee face



Credit: Jackie Schmidt

Senior Anna Johnson is very excited about the prospect of returning to campus.

coverings are required, and will be provided if needed. There will also be daily cleansing and disinfection of frequently touched surfaces, and restrooms will be cleaned and disinfected as well on a regular basis.

Despite the new changes to the school, Mrs. Kristy Baron, Activities Director, is still working to provide students and staff with social opportunities. She has been exploring the idea of hosting drive-in school events, looking into the equipment and safety measures that would be needed in order to safely execute it. "Our continued piece is to always keep doing spirit days, always to keep doing fun activities that are in the boundaries of what we can control or what we're given allotments to do. . .doing fun, silly things so that we can keep connections with the students," explained Baron. Moving forward

with the reopening of schools, she will be following all mandates from the district and state at school events. For example, while there is a set date and venue for prom, it may be seniors only, as well as first come first serve, due to possible restrictions on the sizes of gatherings. Baron said, "We can't do anything until we finally hear if it's safe," but once more social events start occurring next semester, she wants "to push for people to go to as many events as they can" so that they can have the social interaction that they may be missing.

Even though the district has outlined its plan for reopening schools, everything is still very much up in the air. The January 5 date can change in the blink of an eye, yet it is still an exciting prospect to think that the campus may soon be filled with students once again.

Platinum Pride

Jillian Flack '22
Copy Editor

Every year, *The American Scholastic Press Association* (ASPA) chooses top high school newspapers in the country to receive various awards. At the beginning of this school year, *The Platinum Press* earned the most coveted award when it was against many other notable newspapers: "Most Outstanding High School Newspaper for 2019-2020" for a high school with 2500 students or more.

On October 6, Temecula Valley Unified School District (TVUSD) held a virtual board meeting where Principal Tina Miller recognized *The Platinum Press* staff along with their advisor, Mr. Ryan Leonhardi, for this prestigious honor. Last year's co-editors-in-chief, Alumni Katie Flack and Annaliese Arnsten, were also congratulated for their hard work throughout the year that helped *The Platinum Press* grow into the esteemed newspaper that it is today. Flack expressed, "This award means everything to me. For the three years I was in *The Platinum Press*, we were always working our very hardest to reach this distinction. Now that we've reached it, I couldn't be happier and I really couldn't be more proud of our staff for everything they've put into this newspaper." Despite very few high school newspapers receiving any awards, let alone the most distinguished one, *The Platinum Press* was able to earn this award through their hard work, which has truly paid off. Along with Flack and Arnsten, the two new co-editors-in-chief, Junior Alexa Neal and Senior Siena Soffer, were also praised at the meeting. They are determined to preserve the high quality of *The Platinum Press* in order to receive this acclaimed award for yet another year.

Overall, *The Platinum Press* staff is overjoyed to have been awarded this reputable honor. After overcoming all of the difficulties they faced when making their issues, the staff still was able to create an award-winning newspaper and they are hoping to continue receiving this award in the years to come.

Annual Blood Drive A Success

Emily Pham '21
School News Editor

It is that time of the year again for students to give back with the annual blood drive, offering them the opportunity to donate for a good cause. With local patients suffering from life-threatening blood disorders, blood donors could save up to three lives with one donation. The Associated Student Body (ASB) held this year's blood drive that was established with the help of the San Diego County Medical Society. This year, the blood drive was held on October 15, October 23, and October 29 throughout Temecula. As the event continues, the blood drive committee continues to encourage students and families to participate in the event in order to give local patients a second chance in life.

The blood drive is a form of charity that is hosted annually on campus to help those in need. As of this year, there was a lesser amount of blood donated due to the ongoing pandemic, as it has made it difficult for many to get to donation centers. With that being said, the ideal goal was to get forty participating blood donors and the goal was vastly exceeded, as they received fifty-two blood donors. One of the committee members, Sophomore Kyla Aldrete, stated, "When I was given this news, I was overjoyed because my team had spent so much time sending out emails and advertising." The blood drive committee had planned this event since the beginning of September. Aldrete added, "Most of our preparation was planning on how we will spread the information of dates and benefits of donating. . .This season's blood drive was definitely different. This year doesn't have the same connection than previous years." The experience was quite different for many, yet ended well with the donated blood sent to any hospitals that were in need.

As students received the opportunity to serve the community by becoming a blood donor, several lives have been saved by their generous donation. Senior Savannah Schimdt, a blood donor, explained, "Donating blood is a really special thing because it takes you out of yourself and shows a sense to the community. My grandfather had open heart surgery and needed blood [so] I donate because that pint of blood will help someone." Not only can students become blood donors, but they can also contribute to those whose lives are at risk through their donation. ASB Director Mrs. Kristy Baron mentioned, "Donating gives a sense of doing good for the community [and] doing something that helps others gives us purpose." After one's very first blood donation, they are highly encouraged to donate more in the future. Thanks to volunteers and donors, hundreds of lives are being saved every minute during these special and impactful events.



Credit: Kristy Baron

Senior Gracie Estrada prepares to donate blood.

PRINCIPAL'S MESSAGE



Principal Tina Miller



Pumas,

We are well into the first semester of the 20/21 school year. The new school year is different from our norm as we work through a new bell schedule, Canvas, Zoom, and other online apps. Despite all of the changes, students, staff, and parents continue to work together through our online learning journey and continue to be there for each other. Remaining in an online learning model this semester was a difficult decision for both TVUSD and each site, but we hope everyone understands the necessary precautions needed at this time. We are looking forward to the day we can all be back together again on campus, in classrooms, and during school activities. We truly miss our students!

We are halfway through the semester, and progress report grades have been completed. Progress report grades are posted in Infinite Campus. If you are doing well in your classes, keep up the great work and do not lose focus. If you need to improve your grades, do not give up. You still have time to improve your grades. Remember to frequently check your grades on Infinite Campus. Do not forget to check out other important school news and events on the main CHS social media links and the CHS website.

Please stay safe in the coming weeks and take care of you and your family. Even though we are not together on campus this semester, you all matter and are missed. We are together in spirit and heart.

Go Pumas!

Making a Change One Step at a Time

Emily Pham '21
School News Editor

With coronavirus disease 2019 (COVID-19) continuing to spread, many students are wondering how they can help the community during this difficult time. Even when social distancing, one can still connect with others and offer support to those in need. With that said, countless community service opportunities are available for students, both on and off campus. From volunteering at local animal shelters to providing to those in need of essentials, these activities and experiences can have a life-changing impact.

Clubs are a great place to start as they offer many opportunities for members to give back to the community, whether it be a clean up in Temecula or passing out flyers to raise awareness for a certain event or cause. It starts by a student getting involved within the community and trying to make it a better place. Vice President of California Scholarship Federation (CSF) and Treasurer of National Honor Society (NHS) Senior Ricky Shishodia stated, "As a dedicated member of my community, I have been able to provide services such as peer tutoring, city cleanup, making sandwiches for the homeless, helping run local election booths, and volunteering at a local food bank." In fact, NHS will be hosting many online

volunteer opportunities throughout the school year such as reading to local children, online tutoring and civic activities in order to promote social activism. Although there is a variety of on-campus opportunities to choose from, one must remember that community service goes beyond high school. With that being said, students can also partake in non-profit organizations, off-campus clubs, and extracurricular activities once they are comfortable putting themselves out there to help those in need. Senior Sierra Hennessy explained,

"From reading books to comforting patients as they lie in bed in hospitals, the list goes on for what students can do to volunteer as they can benefit and use these experiences later on. As students use their time to make a commitment to the community, there are also benefits to those who achieved a high amount of community service hours, such as the Principal's Service Award. This special award is given to those who have achieved at least a hundred community service hours within twelve

a change in the world. Shishodia added, "To me, local community service is like paying back a loan. . . . Serving your community [even] has beneficial purposes including gaining experience, building connections, [and] providing a sense of purpose." As students serve their community, they have the opportunity to communicate with one another to create a plan on how to make changes that affect others along with future generations. Overall, there are countless opportunities for students to get involved in



Senior Sierra Hennessy spending her weekend volunteering at the Animal Friends of the Valley.

"For the community, I have volunteered at [the] Animal Friends of the Valley, church, and Homes for Troops. . . [and] community service is important to me because I am able to help people and animals in

months. However, one must remember that giving back to society is more than the number of hours and also goes beyond the forty-hour graduation requirement. Instead, it is about helping others and trying to make

the community as they are just one call or email away. For those who are interested in looking into joining a club or an event, they can pick up a community service log or visit the counseling office during school.

Peer Leaders Provides Online Tutoring Sessions for Students

Emily Schwank '21
Copy Editor

Peer Leaders, a club dedicated to helping students and the school, has begun to provide virtual tutoring for students in need. Students are able to get help with classes in a virtual setting, allowing for more accessibility during this trying time. The Peer Leaders have been providing tutoring in all subjects for many years, and virtual learning proved to be no different.

Students can now sign up for tutoring online through the school website and will be assigned a tutor within a few days. After a student requests a tutor, the officers and advisors pair the student with tutors whose schedule and interests match the student's needs. The advisors and officers decided to have their tutor teach in either pairs or groups to better help the students in need. The tutors have picked the subject they wanted to tutor, so students are assured that

their tutors will be passionate about the subject and able to help them with whatever they need. The tutor will create a virtual meeting and begin the tutoring session. Additionally, a student will not need to fill out the online tutoring form again if they want another tutoring session for the same subject. They can simply email the tutors that helped them previously and set up a meeting. Mrs. Trisha Shea, Peer Leader advisor, said, "I love the concept of distance

learning. The 100 percent on-campus model where students are shuttled from room to room on a bell system feels outdated to me. I truly believe online options are avenues for change that public high schools should embrace." In order to maintain the values of being a leader on campus, the Peer Leaders adapted to their situation to provide for students. "Peer leaders is a club dedicated to helping students in need. . . More than ever, students will need help with their schoolwork.

Because everything is virtual, instruction and lessons become more unclear. That's where the Peer Leaders come in," Gunawan said. According to Gunawan, virtual tutoring has been a success. "We are still new in the process of virtual tutoring, but so far, we've gotten tutoring requests, and we are working on pairing those students with a Peer Leader who specializes on the topic." Virtual tutoring is definitely not perfect, but over time, the format will be streamlined and

virtual tutoring will become increasingly effective. If the district were to return to in person learning, the Peer Leaders would return to providing in-person tutoring. However, if there are students learning virtually, the Peer Leaders will still provide virtual tutoring. As the Peer Leaders are dedicated to helping the student body, they will be as accessible as possible and providing tutoring to students on every platform that students are learning.

Key Club Presents Many Opportunities to Make a Difference

Emily Pham '21
School News Editor

One of the clubs on campus, Key Club, has been encouraging students to volunteer in order to make a positive impact. From beach clean ups to writing letters to frontliners, there are countless opportunities to partake in to provide service, and develop leadership. The club and others continue to work with other organizations in hopes of bettering the community. Key Club was founded as a vocational guidance program which

later expanded to a student-led service organization. There are a total of thirty-three organizations in the nation led by student administration who are elected by the members of the club. Vice President of Key Club, Senior Juaymah Gonzales stated, "It is an international club with many divisions and districts. . . where we find individuals who share similar passion with helping the community and forming leadership." During the past few weeks, they have been partaking in the Pediatric Trauma Program (PTP) Week to promote and raise funds for those affected by various trauma. The club has been



Key Club recently participated in a park revival at the Ronald Reagan Sports Park.

sharing resources related to mental health, appreciating loved ones, and giving tips for the safety of children in hopes to raise awareness of PTP.

Currently, their main goal for this year is to emphasize the club's core values which are leadership, character building, caring, and inclusiveness.

Despite the pandemic, members are still offered opportunities to give back to the community. Recently, the club hosted a service dedicated to Breast Cancer Awareness where they brought awareness to this issue by creating infographics. President of Key Club, Senior Samantha Matro explained, "This social event provides ways [that] everyone can build strong friendships through this tough pandemic" With Key Club, students have the opportunity to dive into the inclusive environment while forming connections with others in hopes to make a greater impact on the world.

Pumas Welcome New Staff

Emily Schwank '21
Copy Editor

Ms. Amanda Del Real



Ms. Amanda Del Real, a recent graduate of California Baptist University (CBU) is now teaching Spanish 1 on campus. Del Real received her Bachelor's Degree in Liberal Studies and Spanish in 2018 and received her Master's Degree in Education in May of this year. The 2020-2021 school year is her first year as a full-time teacher, as she was a student teacher at El Cerrito Middle School in Corona. Del Real explained, "I've always known that I wanted to be a teacher, I love that interaction between teachers and students and that's what fulfills me." Additionally, Del Real said, "My favorite thing is getting to know my students and just kind of interacting and seeing how what I am teaching them, that they're actually learning the material." Del Real noted that it is very rewarding "to see them learn what I'm teaching them."

She loves to see students learning and understanding the content. Although virtual learning is very different from in person class time, Del Real still has goals she wants to meet this year. "My main goal is for students to be excited about Spanish when they come to my class and I would also say for them to want to continue on to Spanish two at the end of the year. I want them to continue. I don't want them to make it to the end of the year and say 'that was terrible,'" Del Real said. Del Real is dedicated to inspiring her students and giving them the best possible education.

Mr. Christos Thiveos



Mr. Christos Thiveos, graduate of California State University, Fullerton (CSUF), has begun his teaching career on campus as a visual art and 3D art teacher. He began as a substitute teacher, then taught part time at a charter school in Orange County. He then worked full time in Palm Springs Unified School District, and later in Lake Elsinore, before moving to Chaparral High School. Thiveos is also the son of Spanish and French teacher Mrs. Maria Thiveos, who retired recently. He explained how she greatly influenced his decision to be a teacher. His mother's career as a teacher was ever present in his childhood and helped lead him to become a teacher himself. Thiveos has always been involved in art and influence from his mother led him to pursue art and teaching as a career. "I would teach my friends how to

paint. . . That was probably the catalyst and from there, I started putting more thought and effort into it," Thiveos explained. He also mentioned how impressed he is with his students. "I feel that this particular school has a lot of hardworking students," Thiveos remarked. "It never ceases to impress me the amount of creativity that students have, it's like a little gift." Thiveos has hopes of implementing more visual art throughout the campus. Thiveos has worked on murals and visual art projects at other schools, and hopes to continue his work here on campus.

Mrs. Paula Riesenbeck



Mrs. Paula Riesenbeck, after working in Palm Springs for twelve years, has begun counseling on campus. She was originally raised in Michigan and moved to California to teach in Palm Springs. Riesenbeck has also worked with students as a coach before pursuing a career as a counselor. "I always knew that I wanted to work with kids," Riesenbeck said. She explained that she began by getting a degree to be a math teacher, but she eventually decided that she did not have a passion for math. "I can't see myself standing in front of a group of kids trying to convince them math is awesome when I don't think math is awesome," Riesenbeck explained. Instead, she used her minor in psychology to pursue a career in counseling. "All of my interactions have been really positive so far so I'm

really excited to be here," Riesenbeck explained. "The kids have been really awesome and plus they've been really flexible in the fact that I haven't been able to see anybody in person, yet they email me, they reach out, they call me with all their questions. . . the kids have been awesome." Students have still found ways to contact their counselors despite the virtual medium. This year, the counselors are not assigned specific grade levels and are working with all students. Riesenbeck is currently assisting students of all grades with the last names Hu through Mo.

Mr. Kenji Oberlander



After graduating from the University of California, San Diego (UCSD) in 2010 and working as an English teacher in rural Japan, Mr. Kenji Oberlander decided to move back to California to pursue his teaching career in the states. Oberlander, a Physics and Earth and Space Science teacher, is teaching on campus after teaching in Japan for three years. For Oberlander, he decided to pursue a teaching career after experiencing teaching firsthand. "I actually decided to become a teacher because of an experience I had with volunteer teaching. I realized that not only could teaching be extremely fun, but it also is a career that really impacts on people's lives, even if it's just something like making somebody's school day just a bit more enjoyable. To me that was more rewarding than

anything else," he said. "My favorite part of the job is definitely getting to know and work with all the students in my class." Oberlander values the time he spends with his students and cherishes the ability to work with them, even in a virtual setting. Oberlander explained that one of his major goals for the year is to, "figure out what type of teacher. . . and what type of classroom environment [he wants] to have." Despite the struggles of virtual schooling, he is happy to be a part of the environment on campus and has had a positive experience so far.

Mr. Jerry Betts



After serving in the military and teaching throughout Southern California, Mr. Jerry Betts has begun working on campus as a Bloom teacher in the special education department and as a physical science teacher. Betts has been teaching for the past five years, primarily with special needs students. He explained, "[Helping students with special needs] has been a passion of mine ever since I first started teaching." Betts, like many teachers, has a strong drive to help students become the best version of themselves that they can be. Before becoming a teacher, Betts was a Munitions Specialist in the United States Air Force and he was an Airman for twenty-two years. "After three years of back to back courses, I graduated from California State University Monterey Bay. I earned a Bachelor of Science in Liberal Studies [degree],"

Betts said. He taught in the Poway Unified School District as well as the Escondido Union School District. Despite the virtual medium, Betts still has goals he would like to achieve this year. He hopes "to provide the most substantial distance learning opportunities for the students, to be the teacher students can reach out to when they are struggling, and to be the sounding board for self-care with my students and staff members." Betts wants to provide his students with an education regardless of the medium, and be a person students and staff can look to for support.

Mr. Juan Garcia



Mr. Juan Garcia, graduate of California State University, Fullerton, has begun teaching Spanish on campus. He completed his student teaching at Santiago High School in Corona last year and he is now teaching full time. Despite having to teach virtually, Garcia said, "I have had a great experience with the students, with the department, and with all the staff. . . It just has been great." Garcia explained how he has felt welcome on campus, even though he is teaching from his home. The staff and students have been wonderful and Garcia is excited to collaborate with everyone in person once virtual learning has ended. Originally, he did not want to be a teacher, but decided to change his career path in college. He explained that after having a very positive experience with a Spanish teacher in college, he decided that he too had

a passion for helping students thrive. His Spanish teacher helped him to discover his true passion and inspired him to become a teacher. "My goal is to have all of the students engaged and to have them be more interested in the language, in learning Spanish. . . and helping other students in anything," Garcia expressed. He wants to make students interested in Spanish; he wants them to be excited to learn regardless of the virtual setting. While he is a Spanish teacher, Garcia is also dedicating himself to helping students with anything they may need, educational or otherwise.

NAMES IN THE NEWS

Photos by Studio 94



Kayla Mariano '21
CSUSM
Virtual Hackathon Winner



Trinity Martinez '23
CSUSM
Virtual Hackathon Winner



Caitlyn Melton '22
CSUSM
Virtual Hackathon Winner



Allison Parra '21
October Student of the Month

Pumas Win Hackathon

Jillian Flack '22
Copy Editor

Three students on campus, Sophomore Trinity Martinez, Junior Caitlyn Melton and Junior Kayla Mariano, won the California State University San Marcos (CSUSM) Fall 2020 Extended Hackathon. This event required the three girls to work together in a team to create an application (app) that would help teenagers cope with quarantine.

With a week to brainstorm and another week to code their app, the

girls had to work their hardest to bring it to life. In the end, they decided to make their app, Focus Bud, a tool to help students study more efficiently in this difficult time. This app allows students to pick music to listen to and it has an animal to encourage them while they work. Since they successfully put plenty of detail into the app, they earned their way to first place, despite having to compete against several groups and their team being smaller than most. They were recognized for this feat on October 24 during a virtual awards ceremony.

Chaparral High School - The Platinum Press - October 30, 2020

Virtual College Tours Help Students Do Research for Schools

Christian Navarro '21
Staff Writer

It is finally that time of year for seniors to begin searching for the college that they wish to attend. With thousands of colleges and universities in the United States alone, and the fact that each and every college is unique in their own way, it is a significant decision for most students to decide which to attend. College tours are an ideal opportunity for students and their families to get a feel of the college experience and gain a glimpse of their prospective schools. Although students are not actually able to tour the colleges in person due to the Coronavirus Disease 19 (COVID-19), they will be able to view campuses virtually. Virtual college tours can still allow students to directly speak to representatives and get to know the format of the school they may go to.

Thousands of students nationwide have already taken advantage of this opportunity, which allows them to speak directly to representatives and ask any questions regarding college applications and more. They are now able to see the school they want to attend without leaving their home. Senior

Nathan Bolanos stated, "College tours have really helped me get a grasp of which college I'd like to attend. Even though it's virtual, a lot of my questions were answered and I was even able to virtually walk through the campus." Many students have already begun to take interest in tours presented by colleges. As Bolanos said, students will be able to utilize a virtual 360 degree feature, allowing them to

move through the campus at their own leisure.

College applications can prove quite time consuming for many students. To save time and money, college tours are an excellent opportunity for students to get an idea of what they want before putting too much work in. Not only can students get a glimpse of which college they would like to attend, but they can also get assistance and advice from

representatives and current students. Getting help from people who actually attend the campus can prove extremely beneficial in the long run as they personally understand how their school operates. Therefore, visiting a college can help a student create their final decision about which college they would like to attend.

It is not too late for students to tour college campuses. California State Universities (CSU) have started off this month with live chats with counselors and current students and University of California (UC) has allowed 360 degree virtual college tours. Visiting college campuses allows students to see which college is the best fit. Although it may sound less appealing to tour colleges virtually, it still serves the same purpose as physically attending. Choosing the college one would like to attend can be extremely stressful. To fully understand the ins and outs of each option, college tours are the perfect opportunities to get a feeling of the college that would work best for a student.

Students who would like to take advantage of this opportunity can contact Mrs. Mey in the counseling department or can search for specific tours on college websites. As many colleges have transitioned to virtual tours, students have more freedom to browse websites at any time.



Credit: Chloe Vande Kamp
Virtual college tours can provide students with an immersive experience they may have gotten in-person.

A Student's Guide to Finding a New Job During the Pandemic

Skylyn Roman '24
Staff Writer

It is no secret that the coronavirus disease 2019 (COVID-19) has made things more challenging for students, one of the biggest issues being finding a job. Whether it is to support a family, future education, or even just to have extra cash lying around, one may find themselves in need of a job. Finding a job even during all this chaos might be much easier than one might think.

There are a great deal of different job options for students. To name a few, there are jobs in retail, fast food, customer service and more. Working at a fast food restaurant is common amongst students, since most fast food jobs offer flexible schedules. Most fast food restaurants also have no educational requirements, and rarely is certification ever needed. Another good option for students is working in retail. Retail is much less flexible when it comes to schedules, but like fast food places, the occupation does not require any education. Working in retail is also a good job option for students with good communication skills, good selling skills and patience. Places such as Raising Canes, McDonald's, Chipotle, Target, In-N-Out, Barnes and Noble and Stater

Brothers are just some of the many locations that offer jobs to students. Regarding things that could potentially help students when looking for a job, being bilingual will most likely help. When one knows different languages, it can help students discover more positions or even just make someone stand out from the sea of applicants that the hirer must look through.

In-person jobs are not the only option for students, though. Some may find themselves in a position where they or their family may be of higher risk during the pandemic, so that is when online jobs can come into play. If a student has always had an interest in teaching or knows how to communicate well, an online tutoring job may be perfect. If they are excelling in a subject at school, there could be others out there willing to pay to get help in those same subjects all while being at home. Other jobs include online customer service or even starting businesses from home.

Another way students are finding a job during this time is through connections they have with companies. Especially during this time, most companies are cautious about hiring new people. Senior Alma Lake, who currently has a job working at Rock n' Jenny's Italian Subs, advised, "Have connections. . . If you know someone that's working somewhere, ask them, 'hey, are you hiring? Could you put in a

good word for me?'" By using connections, one might be deemed a better fit for the job, since a worker knows them personally. Having a friend who can inform someone currently seeking a job could also cut down on the time it takes to find one. Senior Armando Peña, who currently works at Raising Cane's, stated, "I actually recommend[ed] my friend to get hired and she did end up getting hired." Also, it is good to know beforehand what one's capability is, and how to balance it with school life. Much of the time, students can get too focused on their job and may neglect school work, which will affect one's grades. Lake stated, "Just know your limits. . . If you're trying to get a job, know what you can handle." Students communicating with teachers or their bosses at work can really help with balancing school life and work life, making things less overwhelming for them.

Students should remember that even though it may seem hard at first to get a job, one should not stop looking for work if they do not get hired the first time. Peña advised, "I know it's going to be hard for some people to get a job, [but] I feel like they shouldn't stop looking just because it's going to be hard. Once you get a job it'll be worth it." Hopefully, finding a job during the pandemic will be less intimidating for any students who are in the process of looking for one. Finding connections and really

pushing forward even when things do not work out at first is what will get students far when finding a job. If students want more information on how one can apply for a work permit, they can contact the main office to be directed to the department that handles work permits.



Credit: Veronica Godina
Senior Sebastian Godina has a job at Cougar Mountain Pumpkin Patch located in Los Angeles.

Learning How to Adapt to Online School for First Semester



Credit: Stephen McGovern
NJROTC participating in their online meeting.

Michael Tan '21
Video Manager

As the coronavirus disease 2019 (COVID-19) pandemic continues to keep many school campuses closed, teachers had to work tirelessly over the summer for this school year and moved their instruction plan online. With classes transitioning from Google Classroom to the Canvas learning management program and day to day periods now running on a block schedule, students were forced to

adapt to the new system in a very short time period. However, many were faced with many difficulties, ranging from Wi-Fi connection dropouts, Chromebook distribution issues, as well as the school services being down.

At the start of the school year, instructors had to quickly modify their classes in order to work with online learning since no one knew when distance learning would end. Senior Naval Science Instructor Senior Chief Steve McGovern commented, "During the summer, every month, we communicate with the staff, the [Commanding Officer and Executive Officer], and go over the plans on how we're going to adapt to what online learning looks like. We've got to be more proactive, think outside of the box, and use our resources within our group to achieve those standards that we need to get distinguished unit." Since the school year started, the Naval Junior Reserve Officer Training Corps (NJROTC) unit performed virtualized uniform inspections through Zoom, a donation drive for veterans, and a pizza fundraiser for the program. Alongside NJROTC, ceramics is another hands-on class that required improvising with online learning, meaning that students had learned how to create various objects, like pots,

through live sessions, which was more difficult than in person for many of them. Ceramics teacher Ms. Grace Donnelly explained, "For such a hands-on class, being online puts you at an disadvantage. You're able to learn the stuff, but you're not able to see everything as much you would be able to in person." In her class, Donnelly has been working on animal pinch pots, one of the first projects of the year for ceramics. As of right now, students in her class are in the process of creating and designing their very own coil vase. She continued, "As the project goes, they have the materials for clay, but the process of getting the project actually a finished piece is complicated." Although the base structure is set for getting assignments finished in classes that were required to convert over to online learning, there are many issues that both students and teachers will continue to face as the semester goes on.

Despite the surrounding controversy in regards to the effectiveness of distance learning, there are still many benefits to working in a comfortable environment. Senior Aaron Nuqui stated, "I enjoy being able to work at my own pace, and that it is more toned down and calming than traditional school. I like the fact that I am not rushed to do most work until

later that night, and teachers are more lenient with school work to not stress out students since technical difficulties may be a concern." Despite the ability to work at one's own comfortable pace and workspace, there are, in fact, some downsides to it, one of which being the lack of social interaction. Nuqui added on, "The socialization within classes are [sic] often nonexistent and creates an environment where most people do not respond or talk with each other unless spoken to by the teacher." Even though it is generally discouraged, many students leave their cameras off and microphones muted during class meetings, leaving other classmates in a call filled with scarce amounts of socializing. This can make it more difficult for both teachers and students to work to their full capabilities while in the call.

With the first semester quickly dwindling, the Temecula Valley Unified School District (TVUSD) has announced the possibility of students returning for next semester, as students may come back as soon as January 5. There will be heavy modifications to the daily flow on campus, such as high traffic areas being disinfected regularly for students and staff and classroom desks being spread apart, but despite this, many are excited to return to campus.



The ideas expressed in the Editorials section do not reflect the views of *The Platinum Press* as a staff, but rather those of the journalist who wrote them.

If readers desire to respond to an editorial, *The Platinum Press* values all opinions and welcomes letters to the editor. Just as *The Platinum Press* respects each individual's right to a differing opinion, we ask the same of our readers. Each journalist is well within their rights to express their opinion on any given topic, no matter how controversial that topic may be. This is the intent of an editorial, not only to provide journalists with a medium to express an opinion, but to allow the editorial to be a catalyst for further discussion of a given topic.

All letters must be signed and submitted to Mr. Leonhardi in Room 413 or left in his mailbox. They will also be accepted via email: rleonhardi@tvusd.us

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Nothing Destroys the Planet like Big Oil Does

Chloe Vande Kamp '21
Editorials Editor

Spreading faster than the fire itself, a gender reveal party gone wrong hit the media, and has been discussed over the past few weeks. The irresponsibility of this group is quite evident, and the public is seeing the consequences of their recklessness in real-time. However, it has become clear that news outlets and social media have more interest in holding individuals accountable than the much bigger perpetrator; the oil industry has, for years, been adding fumes to the literal flames of climate change. Its environmental impact has been scientifically established for too long to ignore, yet the media seems content on leaving front-page headlines for comparatively smaller issues. Individuals responsible for wildfires must be held accountable. But knowing that the actions of one may have consequences on the lives of many, how can this country continue to ignore the actions of an entire industry which harms the lives of everyone?

Fossil fuel companies possess a large role in the progression of climate change. For years the public has watched natural disasters grow more frequent and dangerous, entire species going extinct, and oceans rise and acidify. The wording here is important. Oceans are not just rising or acidifying because of climate change. Extreme weather patterns and the extinction of thousands of species are not happening at the hands of some natural phenomenon. What could have been a natural cycle of warming has been drastically

escalated by problematic human activity. In recent years, many solutions to and discussions of the oil industry have been lightly touched on, but the topic dies quickly with every new event.

Individuals and small groups can create large problems. Even so, it is important to recognize that fast, sustainable change comes from government policies and

back on plastic production is more powerful. Persecuting individuals for their everyday decisions in no way solves the problem from its roots. Making lifestyle choices and holding corporations responsible are not mutually exclusive. They must be done simultaneously.

Addressing these issues and attempting to solve them is a daunting task, yet it always

young to vote. But years go by fast, and soon enough teens will be adults with the ability to create effective change from within the government. It is important now more than ever that students remain aware not only of current events, but underlying and systematic causes to global problems.

Criticizing an individual is simple and easy, but it only gives



Credit: Josh Edelson

Seeing these fires occur in the US should give some perspective to the destruction that is happening globally every day.

international action. In other words focusing on one accidental fire does not solve other occurring wildfires, focusing on the individual does not hold the right people accountable. While a plant-based diet is effective, moving subsidies from dairy and meat farms to crop farms is more so. The same goes for recycling and upcycling; while beneficial, cutting

seems to be left up to the younger generation, and the pressures left on their shoulders are immense. In an age of technology, Gen Z not only has to see their communities but the entire world suffer at the hands of fossil fuel companies. Facing destructive industries is not easily accomplishable for students, especially those too

a false sense of accomplishment. The persecution of one group of people does not solve problems caused by much larger groups. If one gender reveal party can be held responsible for its damage to local communities, then what needs to happen next is clear: hold the fossil fuel industry responsible for its destruction of the planet.

Performative Activism Takes Over the Internet

Sophie Hall-Schorn '22
Copy Editor

Where students get their news today is hardly a question: according to a study done by Project Information Literacy, about seventy-two percent of students reported that they got their news daily from social media. Sites and apps such as Instagram and Twitter have practically become a lifeline for many teenagers who seek out current events and important breaking news. However, sensationalist headlines as well as a groupthink online culture has exposed some of the rising negatives of relying solely on social media apps to gain insight into social, environmental, and cultural concerns: mainly, it has completely unearthed a problematic new set of users who use the inherent "clickbait" style of modern news to convey faux activism. These social media users have been prompted to begin "activism" accounts where a new, cutesy infographic is generated every day by the user to discuss topics that are rarely researched and usually biased. This new wave of accounts can be classified as a surge of social media users who use current events as a way to assimilate into the acceptable online culture. This is performative social media activism, and it is taking teenaged kids by storm.

Performative activism can be defined as looking to boost one's

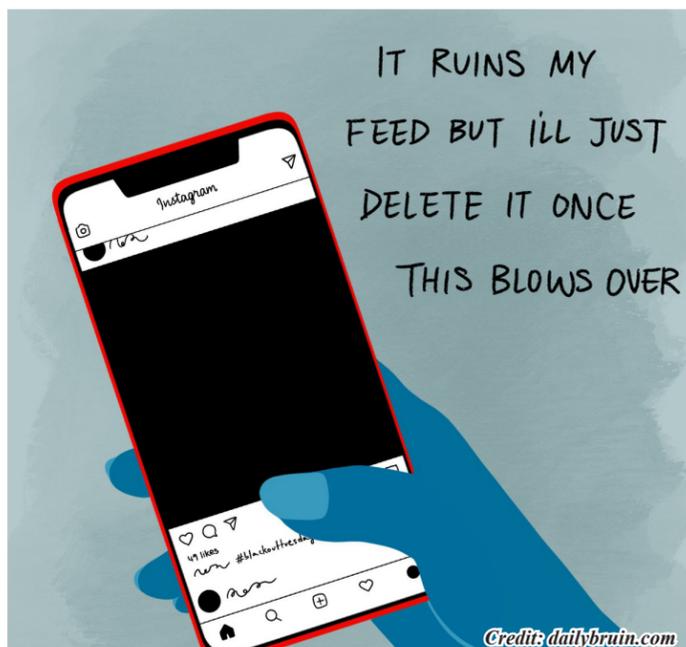
own character and moral standing through the false pretense of being an actual social activist. This has become an increasingly common type of activist as the true definition of activism loses its more impactful meaning. Activism at its central core is an idea that represents the rallying of people to bring about actual social, political, or environmental changes; activism takes work, research, time, patience, and most importantly, it takes live participation. Nowadays, however, it seems anyone with an Instagram account can qualify as being an "activist" when they

have shared a certain number of slideshows on their story. This damaging notion inherently erases what it means to be a true activist; what used to represent a powerful uniting force to bring about real change is now an insipid horde of social media users who share post upon post of poorly researched infographics and "aesthetic" social justice slideshows.

There is no such doubt that some who consider themselves to be social media activists genuinely do care and possess empathy for whatever cause they are campaigning for and are supportive

of. However, if an individual does genuinely care about certain issues, then their activism should not stop at social media reposts. While sharing an actual informative social media post is the gateway to activism, it would ideally lead to more hands-on approaches such as volunteering, polling students or locals about an issue, campaigning for the issue in real life, attending protests, and educating those around the community, (and not just on social media), which are more beneficial. For example, if students advocate on social media for the destigmatization and support of those who are homeless, then they may find themselves being drawn to volunteer opportunities akin to soup kitchens, or taking school-wide opportunities of charity, i.e. canned goods drive. Simply having a conversation with someone who is homeless, or giving them a few dollars, will translate the social media message into real life action. It is not enough to claim activism if the activism ends after you close Instagram.

Not everyone is going to be an activist, and that is completely fine. To claim that only activists possess an understanding of real-world issues would be an incorrect notion; activists are not the only ones who care or understand the events we see in breaking news headlines. But please separate social media sharing from being an "activist". It is simply not the same thing nor helps the cause.



Black Lives Matter is the focus of a lot of recent performative activism.

Chaparral High School - The Platinum Press - October 30, 2020

Students Consider Returning to School for Spring Semester

Online Learning has Failed Students

Alexis DeLeon '21
Staff Writer

Online learning, a measure taken as safety precaution amidst the pandemic, slowly shows signs of its downsides. As a senior student, heavy workloads are normal and full days of classes at school seems to be manageable. By the implementation of online classes, time constriction became less of a burden, however I notice how it compromises student learning and academic behavior.

Having to learn in a home environment rather than a school setting brings about distractions and difficulty in retaining new



Distractions hinder the effectiveness of online learning

information taught in class. I used to always take notes with the discussions accompanied with visual aids. Since most teachers upload videos and PowerPoints that could be accessed anytime, I did not see the need to continue taking notes. In turn, during tests I find it hard to remember answers to questions I should know the answer to. The itch of opening the learning material crept to me but I did not want to resort to cheating. Proving the idea that writing notes during discussions helps students listen intently and retain such information. Being in school for years built my mindset that school work must be done in school. Even with a huge

workload, I manage to squeeze in whatever I can while I am at school, such as assignments or meeting up for group work. Being at home, myself and other students tend to lose focus and can not concentrate during meetings, while also developing a habit of laziness.

The lack of teacher-student engagement as well as the lack of socialization with peers are both factors that I see affecting my performance. Technological restrictions and lack of face to face communication hinders the teachers' ability to demonstrate topics requiring in-class demonstrations that are essential to students' level of understanding. I have recently migrated from a different country, and making friends and knowing people adds to my anxiety in speaking up and participating in class. Coming from an introverted person, the lack of social interaction and limited learning style makes me feel stagnant in both self-development and absorbing essential information.

With the halt of school events such as sports and extracurricular activities, doing the same routine for months took a toll on my mental health and physical fitness. I had to find ways to entertain myself while making sure those activities help me improve my skills and gain new ones. Extracurriculars are used by students as a means to balance out academic pressure and stress, and along with their absence comes the realization of how essential they are.

If the students' safety and well-being are the main concerns of shutting down on-campus learning, school districts need to become aware that continuing online classes may lead to the deficiency of student integrity, and academic behavior and performance needed before entering college. In my opinion, seniors are responsible enough to cooperate in a school setting where strict rules are imposed to maintain overall safety of students and faculty members. As much as online classes may seem to give students more freedom to study at their own pace and time to accomplish required tasks, I see it disadvantageous in the long run as it restrains students from proper learning and hinders them on improving certain skills. As a graduating student, I am eager to finish my last year ready to enter college with adequate experience I can gain from campus learning.

Safety Must Always Come First

Megan Irwin '21
Staff Writer

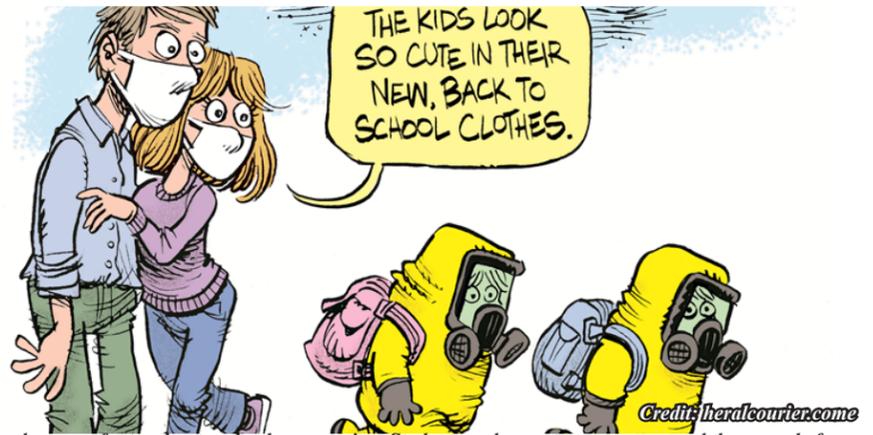
Going back to school is a death sentence. COVID-19 has already killed over a million people, yet districts and many students still want to go back to school. While nice in thought to see classmates and teachers, and having that social aspect of our lives back, it simply is not practical and puts students and staff at unnecessary and preventable exposure to COVID-19. No amount of safety measures can get me personally to go back to school second semester.

Distance learning, while having its downfalls, is ideal given the current climate of the country. Understandably, students right now are frustrated with internet issues, difficulties with Canvas and teachers, and missing socializing. Nothing can replace the feeling of being on campus with friends, walking around between classes and talking, so the sudden shift to distance learning leaves students feeling alone and isolated. The biggest reason many students are eager to go back is to see friends and make new ones, but even if we went back, it would be far from the previous experiences we have had on campus. There would likely be no allotted time for lunch, little to no group collaboration, no sports, no clubs, no fun. It would be only classes and then back home.

The social aspect would be on par with that offered with distance learning, but we would be willingly exposing ourselves to COVID-19. The only positive thing that I can see is leaving the house after months of being at home. Other than that, I feel like we have to accept distance learning as the new normal, instead of forcing ourselves back to school, only to have them close again once COVID-19 infects students and faculty.

Trying to rework the schedule of hybrid students and online students would also raise concerns as many of the teachers would not be able to return on campus due to underlying health issues without a vaccine, and seeing as the country is more concerned with the election than the vaccine, it is hard to believe that staff would be able to be vaccinated in time for second semester. The whole inner workings of having students on campus part time would be even more confusing than the online schedule itself and would only lead to student confusion on a daily basis.

Canvas is horrible most of the time, but due to COVID-19, Canvas is here to stay, along with the multitude of issues that arise with distance learning. But even with the many issues that come with distance learning, it is still the safest way for students to learn, and if the district cared about the health of the students and those around them, they would not open up schools when we have the capability to learn online.



The dangers of returning to school are pressing. Students and parents more concerned than ever before

Teachers have Crossed the Line with "Too Much Homework"

Mason Dearie '23
Social Media Manager

With the surging coronavirus (COVID-19) tearing through the U.S. and the rest of the world, students have been forced to continue their education online. While some students have been able to adjust quickly, most have had the opposite results that became detrimental to their grades. Unfortunately, teachers have expected too much from their students by assigning more work than usual, leaving them behind and struggling.

In an attempt to make up for the lost class time, teachers have been assigning much more classwork and homework. However, the majority of students are usually unable to fully understand the assignments, and have expressed the burden it has caused. They are so immensely focused on trying to meet the deadlines of their homework that they do not have enough time to study and grasp the topics to their full extent. Many peers have spoken out on social

media about their struggles with their comprehension of subjects compared to former years. Students are, in a sense, "skimming the pages" and passing on just barely permissible knowledge.

With the new online learning system experience being solely through a screen, along with a whole new course management system in Canvas, teachers are moving much too fast. Canvas is a whole new way of carrying out assignment and exam submissions. In response, some parents have been constantly posting on Facebook to explain how their children, who usually perform well in school, are struggling to keep up because they are forced to learn from a virtual method. A concerned mother explained, "For a couple of weeks my boys would get random zeros for missing assignments that showed it was submitted. What was happening is Canvas was submitting the assignments blank. . . It didn't happen for every assignment so it was just random." Although classes have been online since the second semester of last

year, students used Google Classroom, which was very familiar. The change to Canvas was sudden and students had no time to learn how to use it

before the school year started. In some cases, the schedules were not matching to the ones on Infinite Campus, causing confusion. While

students are encountering technology problems, teachers continue on through the content, leaving students to fend for themselves, constantly fighting an uphill battle to keep up.

On the contrary, one might think that students are not using their time wisely and instead are procrastinating. While this is true in some cases, it is not necessarily healthy for a student to spend multiple hours everyday completing homework on top of the six hours spent in class. In a recent survey done by the Phoenix College of Education, it was concluded that a high school teacher gives approximately three and a half hours of homework a week. If you do the math, with five educational classes, that is seventeen and a half hours of homework a week, including the six and a half hours of school a day, this totals to thirty-two and a half hours of school a week. This ends up having

students engaged in school approximately fifty hours a week. This plus the average seven hours of sleep a night leaves very little free time for students. Having no free time can cause anxiety and mental stress, making school even more strenuous to focus on. Furthermore, the study was conducted while school was in session, therefore, students could seek help without any difficulties. With this new online method of school, help is harder to ask for and receive, and homework is much more difficult to complete.

Online schooling has proved to be difficult for many students due to their teachers assigning too much and expectations rising too high. With teachers giving so much homework, students are not able to fully comprehend the variety of topics and are making some students stress over their grades because of all the time they are having to spend. Teachers need to be more understanding of their students' circumstances and assign less homework, as well as making an understanding of the topics top priority above all else.



Homework is a daily struggle for students engaged in distance learning

The Real Truth About Universal Healthcare and Who it Aids

Brandon Anderson '21
Staff Writer

Universal healthcare is an idea that has been in debate around the world since the 1970s. Most Southern and Western European countries have adopted this style of healthcare, creating a belief that the system may have the same benefits in the United States. Although universal healthcare may sound appealing, there are a few points that the people of the U.S. are overlooking in terms of how effective this method of healthcare is.

The U.S. is an economy-based country. It was founded on the principle of various freedoms, grew throughout history by way of economic advancements and tragedies, and has remained economy-based to this day. Having said that, the financial strains that come with universal healthcare can be immense. There are many low income people and families throughout the country who may not be able to pay for the proper medical treatments and check ups. In this case, universal healthcare sounds like a savior—which it can be, at the cost of middle class and higher class families. Yes, a higher class family can spend more on their medical bills to cover for lower



Protesters argue against universal healthcare in the United States, fighting to preserve their freedoms

income families, but middle class families might take a beating financially, having to pay increasingly higher medical bills to help keep everyone in the country covered. This could be especially frustrating when someone is paying almost twice as much as they used to in order to have their scheduled doctor's appointments or prescription refills. This just scratches the surface in terms of the harmful aspects of universal healthcare.

Most days when someone walks into the hospital for a medical procedure, a simple prescription refill, or a check up, they normally have to wait anywhere between a couple of minutes to a few weeks at most. Those few minutes or weeks would most likely turn into months or years when it comes to universal healthcare. A major con to universal healthcare is that everyone is put on a waiting list for when they can be helped medically.

This can be especially inconvenient for people who are in dire need of a life saving procedure such as heart or liver transplants. The more patients that come into the hospitals, the longer the waiting list becomes.

There are many reckless people throughout the world who are willing to go to the next level and risk their own or someone else's personal health. Having a healthcare that eliminates the majority of financial incentives, these reckless beings may take the system for granted. This would become a rather large inconvenience quickly, as people in the United States are held accountable for their well-being through financial incentive among other things.

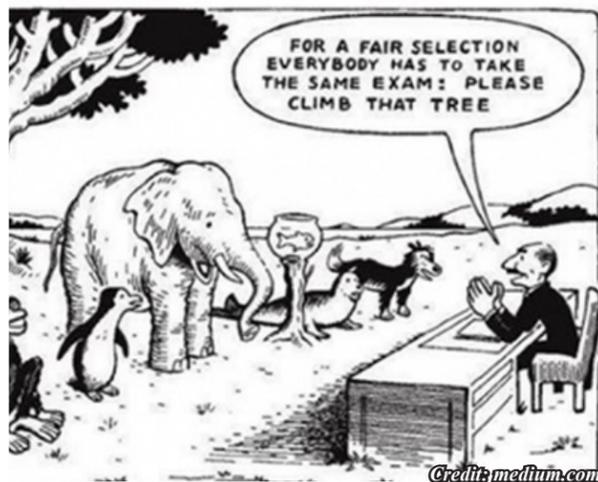
Despite the potential benefits of universal healthcare, these underlying problems could, and most likely would, cause a plethora of issues within the United States. With such a large population, flaws like inconvenient wait times, financial strains, and lack of a financial incentive may be of concern. Having said that, the current healthcare systems in play may prove to be more beneficial in the long run—which has its fair share of issues, because the system was created to support the economic status of the country. In the end, universal healthcare contains a few fatal flaws that would disrupt the structure of the U.S.

Equity Creates Social Change

Megan Irwin '21
Staff Writer

All men are supposedly created equal, however they certainly are not treated as such. The country where the proposed basis of equality thrives upon failing women, people of color, and those of lower socioeconomic classes time and time again now requires necessary change. The fundamental principle of the nation should be equity rather than equality. Equity, while similar to equality in the sense of regarding the just treatment of individuals, is immensely different in practical application and accounts for the varying challenges that citizens face, not only in academic settings but also upon the very nature of society.

The challenges of equality versus equity apply to every aspect of the social order down to academic administration, with many schools boosting the idea of equality while completely overlooking the needs of certain students. This is seen with the popularization of standardized tests like the Scholastic Assessment Test (SAT), which promotes meritocracy of students, ignoring students who are both ahead and behind of the general curve, yet only this year was deemed unnecessary for college admissions. Sadly, it is not just the SAT that attributes to the dying ideal of equality, but many classroom activities especially with current distance learning display the need for equity inside and outside of the classroom. Many schools offered student loaner laptops so they could manage online work, but they did not account for students who do not have access to the internet at home, students who may not have a stable home life, relying on the crutch of campus. Much of this is due to COVID-19, and faculty can only do so much provided the circumstances, but this situation demonstrates how largely different situations are individuals, advocating the need for a drastic switch from toting the idea of equality, to one of equity. Equity in the social sphere provides students with a more beneficial education that does not fail them like equality has for too long. Equity sees the individual aspect of every student and accounts for that, whether it be providing students with Internet or making programs to support an equitable classroom, there needs to be a shift. Social equity is needed as a pillar



The standing of equity understands the needs of the American people

of education as well as public administration because those who propose solely equality, may unintentionally perpetuate poverty, inequality of opportunity, and injustice.

On many occasions the idea of equality has failed. The country was built on the faulty promise of equality, often only applying to rich white men, which is why race, gender, and social class dominate the social equity dialogue; many being victims to the hypocritical notion of equality. This idea is a precedent from the 1930s when redlining was extremely popular in lower

socioeconomic communities. They fenced off areas based upon community demographics to avoid investments, which affected people of color at a sizable disproportion. Showing that while by the scripture of law, everyone is equal; but firsthand, equality means nothing. Again, equality failed Americans in the Cash for Clunker program, a multi-billion dollar response regarding the 2008 recession, that allowed Americans to purchase a new, fuel-efficient car in exchange for their old car. But this excluded many poor people who did not have a car to exchange in the first place. This only further alludes to the shortcomings of equality. With a stark contrast to equality, equity would provide universal public services for fair treatment, start targeted actions for disadvantaged groups to level out opportunity, provide social protection to all, and challenge embedded power imbalance that are prevalent in society today.

Equality, while nice in thought, has failed the people, and is no longer practical in application. In fact, it has been skewed since its creation, and it is time to account for failures upon that basis and move toward a nation of equity. It is time to account for failures upon that basis and move toward a nation of equity.

Freedom Formed by Equality

Sophie Hall-Schorn '22
Copy Editor

While the two words may sound similar, equity and equality represent very different ideas as it pertains to the equal treatment of the populace. Equality constitutes granting the same opportunities and rights to all, while equity favors providing people with the same conclusions in the sense of income and lifestyle. However, while equity may sound appealing, in practice it only leads to more problems. To possess a knowledgeable and self sustaining public means to value equality over equity, thereby crafting an equal starting point rather than making sure everyone reaches the finish line at the same time.

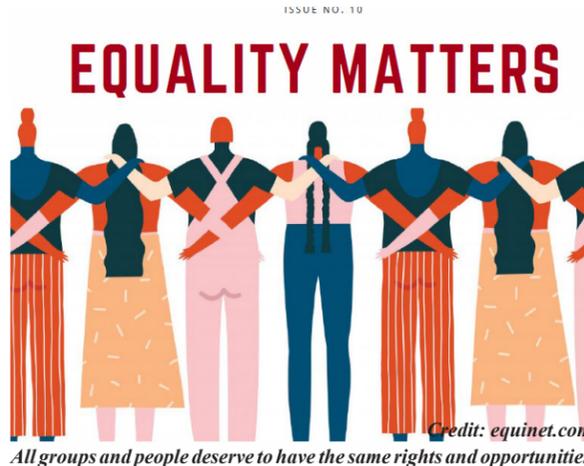
Equality gives people the same basis on which to start on, where lives are formed by one's own volition rather than at the mercy of their government or any overruling system. However, by valuing equity, the people give their power as their own individuals back to their government or any similar system. Allowing one's life to be controlled, for better or for worse, by a robust system by which one is helpless to, leaves one subservient to a greater power. In a collection of interviews conducted by the group Campus Reform, many university aged students at first supported the ideas that are akin to equity. However, after being asked if they would be okay with allowing their university to take some of their grade point average (GPA) in order to raise other students' GPAs, the answer was almost always no. Equity sounds appealing until it is realized that it is just a nice idea and nothing more. The truth of equity is that it does take away from others in order to give; it is not a system based on talent, skills, or determination. It is simply a system that makes sure everyone arrives at the same conclusion. In the university example, if it was proposed in an equitable society that every university student needs a 3.8 GPA, then there would either be false boosting of a student's grade, or hypothetical "points"

would be taken from another student's GPA in order to raise a student who is underachieving. When put into that context, equity certainly does not seem so alluring.

Some may argue that many people have inherent disadvantages and are not given equal opportunities in the first place. While this seems like a fair counterargument, there is a misunderstanding about the meaning of equality and equity. Equality means equal opportunities; equity translates to equality of outcome. If having equal opportunities is desired, then equality should be championed above equity. Unfairness in laws or rules placed by systems should be attributed to a lack of equality, not because of it.

Equality is a vastly better system of principles. Instead of creating a weak public that relies on systems to survive, equality provides ample opportunities yet leaves one to lead their own life. It is not the job of any government or system to provide one with benefits. What must be encouraged is the assurance that equal opportunities will be given to all, rather than valuing the attempt to provide everyone with the same income and lifestyle. The primary component of crafting a meaningful life is being able to succeed on one's own terms, without drastic measures taken from the outside by a government or system of the like. The freedom that equality grants is far more valuable than the security that equity "promises". Never give up freedom for security; the security is temporary, but the freedom is gone forever.

When discussing the fundamentals of both equality and equity, equity is not the utopian idea that some make it out to be. Creating equal outcomes favors the unproductive, and punishes the productive by favoring a system of unequal benefits. No matter what, life is unfair. It is better to be able to create one's own story, whether one has a rough or easy start, rather than being given handouts and put under the control of a system. No power is responsible for regulating one's life; the minute it is allowed to do so, one is no longer their own person, but an operative of an overruler.



All groups and people deserve to have the same rights and opportunities

A Snapshot of Senior Erin Lancaster's Skills for Photography

Jillian Flack '22
Copy Editor

Out of all of the diverse talents students on campus possess, the ability to capture a singular moment in time is an important and beautiful one. Luckily, there is a student who is dedicated to this art of photography: Senior Erin Lancaster, a co-editor-in-chief of the campus yearbook, *The Prowler*.



Credit: Erin Lancaster
Erin attends many school events to capture pictures for *The Prowler*

From the beginning of Lancaster's love for photography, she knew taking photos was something special and important. She expressed, "I don't think I've ever really had a moment where I haven't been obsessed with cameras and things like that." Growing up, Lancaster was always intrigued by photography. The fact that there were few occasions that her family was able to rent cameras led to her realization that being able

to photograph something is a valuable experience. This realization grew into a passion for the art of photography, which caused her to begin pursuing it in middle school. As a start, she began taking portraits of students. Then, she began taking photos of products for family members that owned businesses, and for sporting events, her personal favorite to capture. Lancaster remarked, "I really just fell in love with sports photography. I love doing underwater shots for the swim team. I love doing half-underwater/ half-above water shots for [water] polo. Anything sports." She has put plenty of hard work and effort into getting the perfect picture, which can be seen through her photos. Lancaster has additionally gone to many different games and practices in order to find the perfect angles and the best lighting for her sports photos. Though it is very time-consuming for her, it is worthy to make her

photos the best they can be.

Throughout her time in yearbook, Lancaster has grown as both a photographer and a person. She shared, "I've just really taken a lot more initiative and I think it's really helped me gain the mindset I need in order to make these opportunities happen and... I've had the opportunities to shoot with some really great people at Chap[arral] that I probably wouldn't have even talked to before joining yearbook." Clearly, yearbook has helped Lancaster become an even more talented photographer by giving her more chances to take pictures, which will help with her career as she hopes to become successful. She explained, "I just hope that I can really capture moments in time that were really big events or were really life-changing for certain people because it doesn't really matter if you affect the whole world. It's more, like, if you



Credit: Erin Lancaster
Erin has done photo work for a long time, often practicing on friends

can change someone's world." So far, Lancaster has been on track to accomplish her goal. Currently, she sells printed versions of the portraits she photographs for students, helping her career start.

Despite photography being a difficult hobby to

partake in, Lancaster has not given up and has made her pictures of good quality. Photography has changed her significantly and has made her into the person she is today. Students can even see her photography on her Instagram account, [@itserin.notaaron](#).

Students Spread School Spirit Through their Online Presence

Yalena Aguirre '21
A&E/Lifestyles Editor

Amidst the global pandemic, arts and entertainment departments across many high schools have either delayed or cancelled their highly anticipated performances that were worked on for months. Now, these departments have to come up with a new method of presenting their amazing talent to students and their families. With the beginning of the new school year, and experimentations with different platforms beginning to materialize, the campus's improv team introduced their virtual show on September 25 to spread Puma pride and showcase their adaptability. Along with improv, members of the choir team Platinum FX (PFX) have moved to social media platforms to share their impeccable work and spread Puma pride throughout these tough times.

The Actors Troupe department performed their first virtual show of the year, in which the team gave a brilliant performance that put smiles on all those who watched. A lot of effort went into the production of the show, as the team worked tirelessly to ensure that they could perform to the best of their ability. "We've been practicing every Tuesday and Thursday at lunch and after school, and we've started practices on Wednesday after school," explained Co-captain of the improv team Senior Olivia Snodgrass on how often the team had to prepare for the upcoming show. She went on to explain the route both teams had to go through in preparing for the show, in which Snodgrass was confident that "the team put in all the effort they could despite the circumstances." And put in effort they did, as they put on a joyful performance filled with

games such as Paintbrush, Late to Work, Newsroom, and many more. Along with the improv team, Senior Kaylah Parson has taken to social media to spread joy to students by participating in a public Tik Tok account [@ShowChoirSociety](#), in which her favorite kind of content to post alongside many other choir students are point of view videos because "it's a way to connect with the audience and share experiences with posting [POVs]." With the pandemic occurring, it has inspired each respected department's members to get creative and figure out a method and platform to which they can connect with their audience; it is clear that they have been successful.

For the past few months, school districts have explored multiple ways they can bring school spirit onto a virtual campus environment, varying from promoting school events to

participating in spirit weeks. The drama and choir department has taken it upon themselves to ensure that every student feels included in school events, despite being in a virtual distant setting. Snodgrass commented on how she really wanted the team as a whole to brighten students' day during these dark times. She talked about how herself and the team were hoping to show, "that even though we're going through some rough times... That doesn't mean we shouldn't find ways to make life a little more cheerful." PFX members such as Parsons moving to Tik Tok to create comedy videos focusing on show choir has made students feel more connected to school and their peers. "[[@ShowChoirSociety](#)] gave me an outlet to talk to so many new people where we all express our feelings and grow closer together because of this experience..."

Parsons explained how being on the account truly helped her cope with overwhelming stress. The pandemic has taught students the importance of connection and building a bond with other people so they can create entertaining content that students can relate to and find some positives during upsetting times.

The pandemic has impacted a lot of campus life, forcing many programs to get creative in how they continue to engage students. The improv team is working tirelessly to ensure that they spread as much Puma pride as they can during these tough times. PFX members, meanwhile, have utilized Tik Tok to brighten students' days, reminding everyone that even in stressful circumstances, there is always room for a smile. Both PFX and the Improv team have made these times more enjoyable through their school spirit via social media.

Visual Arts Students are Thriving More than Ever in Isolation

Siena Soffer '21
Editor-in-Chief

This year has brought many different challenges to students, and many students are still adjusting to social isolation. Though for many people it has been difficult to stay put, visual artists are thriving. Quarantine has allowed them to



Credit: Olivia Kramer
Kramer practices realism in quarantine.

become in tune with themselves and their creative processes, paving the way for improvement.

Abiding by the Center of Disease Control's (CDC) guidelines to stay safe has taken a toll on many social lives and left students confined to their households for extended periods of time. For artists, this often means that they are granted more time to practice their creative skills and techniques, making light of an unprecedented circumstance. An artist on campus—Senior Olivia Kramer—has confirmed this. "I typically work alone anyhow," she admitted, "I feel that I'm getting more done in a comfortable environment if I'm at home." Solitude is truly a blessing for these creative individuals, allowing lots of time to expand upon their craft. In the case of Kramer, she has seen lots of improvement upon her skills. "I have learned so much... because of the online community," she explained. The online community refers to YouTube tutorials, Instagram accounts, and other methods of sharing artwork on the internet. These are very accessible platforms, and have been what many artists at school go to for guidance. It is advised

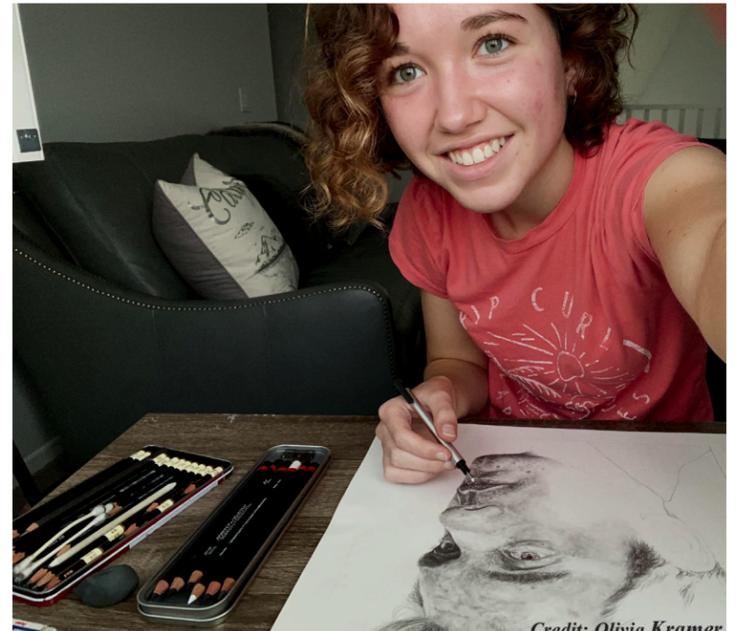
within the visual art community that those who wish to learn new skills and techniques research tutorials that are practically free. Students are able to do so now more than ever.

It is important to also recognize the truth about this circumstance. Even for very introverted people, it was not all sunshine and rainbows. Some unexpected things happened, specifically for those who share their artwork online. "I just think engagement's different," Kramer explained, referring to the sudden fluctuation in likes and views on her Instagram posts. Many people have expressed the sentiment that they are either burnt out from using social media, or have allowed it to consume their every waking moment. For those who have more personal platforms, like Kramer, the interaction with posts has been less consistent. Another difficulty for creators was the ability to make a clean switch to online schooling and their art classes. These courses are continuing through the pandemic, however they require consistent uploading of processes and final works. To truly experience the comfort that creative students feel now, they had to make

several adjustments to the way they present their artwork, and to their daily schedules. Nevertheless, students like Kramer have overcome the differences and taken advantage of the time given to them.

COVID-19 took many people by surprise and affected so many

lives. The safety precautions that confine many to their households only fueled the fire of creative minds. These are very difficult times, and making artwork during this era anyway will be very impactful in the future. The resilience of an artist in 2020 will not go unnoticed.



Credit: Olivia Kramer
Senior Olivia Kramer finds herself more artistically productive in social isolation.

Teen Student-Run Businesses

Joshua Enriquez '21
Staff Writer

The idea of running a business is one that sounds far fetched to many, let alone as a high schooler, as successfully starting and maintaining a larger scale project for oneself can be a grueling task. To tack on more, in considering current events, the ongoing quarantine has to be factored in as another stressor. Surely, running a business has to be an impossible feat, especially during a global pandemic. However, some students sure do not think so, as they have made the smart decision of setting up their businesses online.

Business is not all about making big bucks, in fact, to many it is all about doing something that is enjoyable. Basing the work on a hobby that one can simply enjoy doing, or one that someone can express him or herself by is an excellent way to keep an owner motivated about running a business. Senior Samantha Matro is one who takes this ideal to heart, crafting handmade jewelry at her business, Drip by Mulan. "It all starts with my interest for fashion," she noted. On how she gained the inspiration to begin her project, she stated "I had a family member who was creating earrings for fun, and then I started trying it out, with that I was able to let out my creativity... so I thought why not share [this with]

everyone! Right now I love what I'm doing so far, and I plan to continue it as long as I can."

Like Matro, many students who run online businesses have chosen social media as the basis of their business. Creating a business page online on a website like Instagram is an effective way to not only convey what the business is about, or to assist in transactions, but also to get the word of this business out in the world with ease. In many cases, simply basing a business online can get anyone a significant step forward in their developing careers.

The process of building a business can vary from project to project, however in running an online business, there are certain steps all owners should follow to build a rigid foundation for their ideas. Junior Alex Qiu has been operating his business for some time now, but at one point, he was in the dark and had to learn how he would begin his company, Phoren Fits, a brand of streetwear apparel. "[Y]ou'd have to be creative with your designs... like for me, I would sometimes just look outside my window and get inspiration from the environment," Qiu noted. "Before that though, you'd obviously need a website and a platform to showcase all the items, so that'd be the first step in the apparel business," he added on. Qiu currently has a website up and running to do just that, and much more.

To those who started their projects during the pandemic, changes surely await them when the stress of COVID is finally gone. Considering how quarantine affected her business, Matro stated "[Q]uarantine gave me extra time to work on the earrings for customers. I'm a senior and I'm graduating soon, so it's kinda tricky to guess what might happen in the future." Explaining what he believes will change after the situation dissipates, Qiu shared "I feel like the operation will become easier and profits will come in more often because people are back working and they most likely are able to afford items." Although the specifics are unclear and the future is fairly cloudy, everything will eventually return to normal, and the process of leading one's own company surely will as well.



Phoren Fits showcases their designs on their Instagram page and website. Credit: Phoren Fits



The new season of The Mandalorian is sure to be filled with lots of action and adventure. Credit: Disney

The Mandalorian Season Two

Jillian Flack '22
Copy Editor

Depicting the captivating tale of a bounty hunter five years after the fall of the Empire and a Force-sensitive baby alien, *The Mandalorian* has become a wildly popular and beloved show among *Star Wars* fans all around the campus. The adorable infant version of the same species as Yoda, the Child, who is affectionately referred to as Baby Yoda by fans, has stolen the country's hearts at first sight. This has made the adventurous show grow even more popular amongst several audiences and attentive fans are more than excited to see what will happen next on the interesting journey of Din Djarin, who is referred to as the Mandalorian for the most part. Today, this question will be finally answered as the second season of *The Mandalorian* begins.

During this season of *The Mandalorian*, fans expect to figure out more about the Child's past and more about the character known as the Mandalorian himself. Junior Manaya Andaro, an active fan of the *Star Wars* saga, shared, "In season two, I'm expecting for the Mandalorian to either find Baby Yoda's home planet or that Baby Yoda will possibly become, like, a padawan or something or they'll meet other Jedi." Several fan theories have been surfacing ever since the trailer for the new season came out and gave the audience a hint of what was to arrive on screen. While none of these theories can be proven yet, this entrancing season is on the fast track to be better and be even more fascinating than the first one was. Major fans of the show are very eager to see more from *The Mandalorian*, and with the many directions it can take, a special

experience is sure to be had. "I like to watch *The Mandalorian* because it's something new and original. It has a different feel from the first movies, but it's still directed really well," Freshman Melena Andaro, also a fan of *The Mandalorian*, expressed. The show has been highly critically acclaimed because of its cinematography and the intriguing tale it tells, which has caused fans to adore it for so long.

The Mandalorian has been a widely popular show for both the *Star Wars* fans and those who are out of movies or television series to watch, especially since the intriguing Skywalker saga ended with *Star Wars: The Rise of Skywalker*. It has also been very distinct compared to other *Star Wars* shows as Melena Andaro explained, "They've [the directors] got a different take of *Star Wars* than the original movies, like, this one[s] kind of, like, a Wild West themed story, but it's in space and...there's just totally different characters and I think it's really unique." With the different characters, settings and new missions to complete, fans will be transported into a new and undiscovered part of the *Star Wars* galaxy far, far away that no one has yet experienced. The very interesting and creative way in which the directors created the series made it even more captivating for audiences as this was a type of *Star Wars* story that was different from all of the other ones preceding it.

Overall, many students are quite excited to see the full season of *The Mandalorian* once it comes out on the streaming service Disney+. This brand new season is sure to be filled with mystery and action packed adventure as the aspiring tale of the Mandalorian's life unfolds. After this second season, many of the hardcore fans will be filled with even more understanding for *The Mandalorian* and with the Child as they learn more about the story.

Students are Turning to Online Gaming for Social Interaction

Athena Ebuon '24
Staff Writer

The video game industry has made a magnificent jump in revenue and activity since the pandemic began. Millions of people at home have been searching for new forms of entertainment. One of the most popular forms of entertainment is gaming. Competitive games such as *Among Us* and *Fall Guys* have increased in popularity this year, closing the social distance gap between friends.

Among Us is an online multiplayer social deduction video game developed by Innersloth in June 2018. The sudden influx of interest this year is a product of popular Twitch streamers and YouTubers who have been playing the game, and with the ability to reach wide audiences, gaming influencers have grown the fanbases of these games to a massive degree. The game takes place in a space-themed setting, where the majority of players receive roles of Crewmates, while a few predetermined numbers are the

Imposters. The role of a Crewmate is to complete simple tasks assigned to them and to eliminate the Imposters. The Imposter's job is to slay enough Crewmates before they complete their tasks and remain hidden. Players can identify an Imposter if they use the vents, fake responsibilities, or have been caught slaying someone. *Among Us* encourages players to communicate during discussion times such as emergency meetings if suspicious activity was seen or someone reports an encounter with a corpse laying on the ground. Senior Christina Huynh expressed, "...it's a very interactive game where people are forced to talk and help each other out. It brings people together."

Building trust is another issue in the game. The players cannot identify who the Crewmates and the Imposters are at first. Anybody can report if they see the one. Meaning, the Imposters could kill another player, report it, and accuse someone else of doing the crime. Lying and framing others is well known in the game. Knowing the map and using places as an excuse can help mislead others into thinking

someone else caused the crime, which is essential for the Imposter's role. Using their sabotaging skills can help slay others easier since they have to fix the systems. Huynh also shared, "I haven't gotten the chance to talk to them or...see them so being able to bond over a game gives us a way to communicate and to continue to find some way over this pandemic. It gives us something to do rather than call and text each other." Despite the circumstances, students can also continue to bond with each other through virtual gaming platforms.

Another example of a competitive game is *Fall Guys*, developed by Mediatonic. The interactive game was released in February 2020, yet it became popular in August because of its release on PlayStation and personal computers (PCs). *Fall Guys* is a tremendous game that allows up to sixty players per server. The players play a free-for-all struggle where each round escalates the difficulty of chaos until one victor remains. In the meantime, players try to reach the end to be one of the qualifiers. Occasionally, they

will encounter team competitions. It allows them to bond and work together towards a common goal.

Since the global pandemic, COVID-19 came, social interactions have been reduced. Before, students were able to get together for their activities. Now, social distancing

is required to keep everyone safe. Engaging in online games with friends is an easy way to still be together during a time of calamity. Virtual games, like *Among Us* and *Fall Guys*, allow students to connect with each other safely during a time of social isolation.



In Among Us, a group of astronauts set out to complete tasks, except for one Credit: gamespot.com

The Global Pandemic Will Not Deter Halloween Celebrations

Emma Horwood '22
Staff Writer

While Halloween for the year 2020 was a promising holiday—as it fell on a Saturday and a full moon—the festivities are dulled by the global pandemic. Citizens face the unique challenges of being unable to socialize in person, having to disinfect all outside items, and being confined to the household—all for the sake of safety. Though we may not be able to celebrate this Halloween traditionally, there are still ways to keep up with the spirit of the holiday.

Masks have always been an important component of Halloween costumes. This year, as face masks have become mandatory, the opportunity to work them into our costumes provides an interesting challenge. Artists across all platforms have been seen taking various types

of masks and transforming them into novelties such as gas masks and plague doctor masks. Some even go as far as sewing their own masks to personalize the fabric. Even other safety precautions can be integrated into a creative costume, such as protective gloves and hand sanitizer. Some have gone as far as assembling an entire hazmat suit for the occasion. While face masks may be a burden in some situations, they can be used to compliment both outfits and costumes.

Many have adapted to the social distancing order by taking social events online. A way in which one can spend Halloween with friends is by hosting a Zoom party. Junior Sophia Hernandez said, “One way I plan to celebrate Halloween safely this year is by doing a Zoom dress up call with my friends and buying some candy at the store.” Another way to enhance the shared experience is by hosting a Netflix Party. This Netflix extension

allows the same content on Netflix as well as Disney+, Hulu, and HBO to be streamed on multiple devices at the same speed so all parties can enjoy the

entertainment together despite being in separate homes. By downloading this chrome extension, one can host a viewing of horror and Halloween

related movies to watch with friends.

Other socially-distanced friendly events can be attended with family. For example, Peltzer Pumpkin Farm and other various outdoor fall entertainment centers remain open throughout Temecula. Attending these with family while wearing masks and socially distancing from other parties is a safe and exciting way to participate in these autumn activities. One can find many opportunities to carve pumpkins, explore corn mazes, and make memories even with the setbacks of this health crisis.

Though people may not be able to celebrate this Halloween in a traditional sense, perhaps this is a chance to create new traditions. This has been a time of ingenuity and resourcefulness in which communities have come together to maintain a sense of unity. With some creativity, one can still have a memorable Halloween at home.



The pandemic is making students become more creative about Halloween festivities

Horror Movies: The Frightening Genre

Emma Carrero '21
Copy Editor

The start of the new decade can easily be equivalent to the opening of a horror movie. With threats of war and the spread of an epidemic, some have even compared it to a real-life game of *Jumanji*. Despite this year turning into an utter nightmare, there is a subculture of horror fanatics who might just be living their dreams.

Horror movies are generally filled with eeriness that send shivers down the spine. Strangely, this is the more popular side of the unusual subculture. These specific films are made to produce terror onto the audiences and leave them to ponder their individual circumstances. Senior Seth Battenschlag, a horror movie fan, expressed, “I love horror movies for the special effects and really

cool original ideas and stories people come up with.” Nonetheless, the horror genre in the movie industry has been alive for a very long time, with one of the most significant being *Nosferatu* in 1922. Receiving a ninety-seven percent on Rotten Tomatoes, an American film and television critic company, the silent film follows the traumatizing terror of the vampire Count Orlok. A little trivia about the motion picture: due to its overbearing horror, it was banned in Sweden until 1972. A second notable movie that came from the birth age of scares was *Frankenstein* in 1931. This one is a more popular film with the main monster being a very well-known character and used in other franchises too. Picking up the pace, the seventies and eighties brought forth a new sub-genre within horror, the occult era. These types of media focus on the more supernatural side of life, mainly having possession of an evil spirit as the antagonist. Credit goes to *The Exorcist* in 1973 popularizing the Ouija board, plots where the devil decides to torment a family and become money makers. However, slasher films can also arguably be one of the more memorable genres too. Battenschlag added, “Slasher movies are great classics, and even though the special effects can be cheesy at times, it’s still really cool to see what they made without CGI [computer-generated imagery].” The *Scream* series has an ongoing fan base that lives up during halloween times.

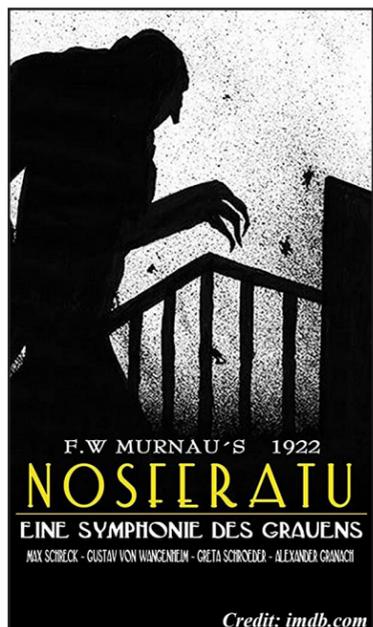
Advances in technology and special effects have made it easier to produce more terrifying ideas. For example, *The Conjuring* series arose to popularity because of its fearful visuals and true story counterpart. Not only has this trilogy revived the occult subgenre, but it has also given fame to the real-life

Annabelle doll in the Ed and Lorraine Warren house museum. Then there are those movies that simply twist the mind. *Hereditary* and *Midsommar* are both notorious for their disturbing realistic content, but also provide a sense of paranoia for the audience. Junior Charley Garcia exclaimed, “I love psychological horror films the most because I often find myself thinking about these movies for weeks after I watch them.” She also recommended thought provoking movies like *IT*, *Get Out*, and *Us*.

Whether one is in the mood or not, horror movies can personify fear itself, engaging the viewers to delve more into what is happening in that fictional world. Some will be scared beyond their minds or others not so impressed by the jump scares. Either way there is no doubt that there are many students interested enough in these movies and this genre to actually enjoy it.



Midsommar is a popular folk horror movie.



Nosferatu is one of the oldest horror movies.

Mandich’s Message of the Month

STRESS & SELF CARE



Elyce Mandich
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2020 has been strange. I’ve heard from some students that they are struggling more than they ever have, and from others that for the most part, they’re doing okay. I’ve also heard that one minute it’s like, “Okay, I totally have the hang of this” and then the next minute it’s like, “Send help.” Relatable? You’re not alone. The thing is, all of you have had significant key parts of your life inaccessible to you- social connections, distractions, physically being in school, etc., and THAT on top of normal teenage stress and difficulties is a lot. Like, a lot, a lot. Did you know that chronic stress can significantly affect your health and well-being? While some stress in small doses can be good (for example, it can keep you safe or help you get an assignment done), chronic stress can significantly impact your overall health and wellbeing.

So ask yourself, DO you and HOW do you take care of yourself? Did you know that self-care can literally help to rewire your brain, increase your ability to cope and your self-esteem? Here’s some self-care strategies: Drink more water, exercise, get outside, practice gratitude, mindfulness, set screen time limits, get creative, laugh, dance, make a vision board, journal, read a book, talk to a therapist, stretch, make a “feel good” playlist, cook or bake, eat balanced meals, get good sleep, organize something, call a friend, and lastly, spend quality time with someone you care about. Seems simple, right? But honestly, the more you do those things, the more benefits you will see. This pandemic won’t last forever, but I encourage you to use this time to really try and practice taking care of yourself.

You got this!

TOP TEN BEST HORROR MOVIES OF ALL TIME

1. Scream
2. Halloween
3. Carrie
4. Poltergeist
5. The Exorcist
6. Scream 2
7. The Blair Witch Project
8. The Shining
9. A Nightmare on Elm Street
10. Alien

Source: The Platinum Press Staff

A Clean Workspace Breeds Success

Jillian Flack '22
Copy Editor

When it comes to completing schoolwork, many students underestimate the importance of having a comfortable workspace. A student's work environment is more than just an area to complete assignments, but is a place where their education will be defined, especially due to the school closures that the coronavirus disease 2019 (COVID-19) pandemic has caused. Without an organized work area, it could be difficult for students to complete schoolwork at their full capacity.

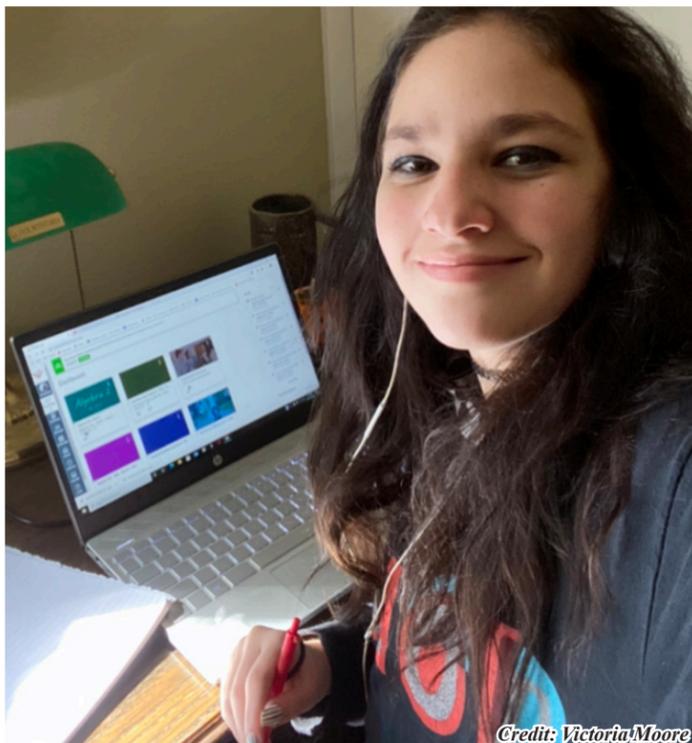
Especially with students having to work virtually from home, having an organized and comfortable workspace is vital in order to receive a valuable education. One will likely have a much more difficult time completing assignments if their work environment is below par and if they do not keep their school supplies in a clean, designated location. Junior Victoria Moore explained, "I think it [having an organized work area] makes a lot of people more organized on keeping their stuff on track and, like, having everything there instead [of], like, rushing through a backpack and trying to, like, see if you have everything." To a multitude, it is more important now than it was ever before to have a good work environment at home since many students complete the majority of their work there. Mrs. Martha Guy, an art teacher on campus, thinks that "having a [good] workspace would be naturally way more important now" than in previous years "because you have to create it" at home and at school, the teachers "provide it" for their students.

Creating a better work environment can be simple and have a positive impact on the quality of a student's work. By eliminating distractions, such as noise or video games, a student can have a much easier time completing their assignments in an orderly fashion.

Guy shared, "Having things you know will distract you not being, like, right next to you [can help you complete your work more easily]." If a student must work in an environment where they cannot eliminate noise, it is recommended for them to block it out any way possible. For example, they could wear noise-cancelling headphones or listen to music, which will help their workspace to be more quiet and calm. Despite this, a beneficial work area is not just about keeping out sounds and other distractions, but also about it being clean and comfortable. A student will likely have a very difficult time attempting to work if their environment is messy and their school supplies are scattered everywhere. By simply setting supplies down in a designated place instead of leaving them wherever, many students will notice a difference in the organization of

organize their things into bins or onto shelves, which will help to save space and make their space look tidy.

Overall, it can be a challenge to keep an organized workspace in this difficult time that everyone must face. Guy expressed, "Even though your workspace might look tidy and nice, it doesn't mean that the space in your mind... will be successful if you don't take care of yourself." Guy urges students to take breaks from school and not to torture themselves by working on an assignment at every moment of the day. Students are encouraged to take breaks and to not stare at their computer screens for longer than absolutely necessary since they cannot be successful if they work themselves too hard in this difficult era. Although having a clean workspace can be helpful, it is more important for students to try to take care of themselves, which could make completing assignments easier



Credit: Victoria Moore
Junior Victoria Moore showcases her clean work environment for school.

their workspace. Moore expressed, "I suggest having your stuff on hand with you and [keeping it] organized." Students can also

in the long run. Ideally, students would be able to find a middle ground of a clean workspace and a healthy, happy mind in order to find success.

Becoming a Plant Parent

Emma Horwood '22
Staff Writer

Many have taken the newfound free time from quarantine as an opportunity to take up caring for plants. Aside from adding a hint of nature to a room, there are an abundance of benefits that come with this hobby. These benefits, however, do not come without a variety of challenges. Beginning as a plant parent may feel intimidating, but there are strategies to overcome the initial difficulties.

Quarantine has provided a great opportunity to take up this challenging, but rewarding, past time. For those who choose to incorporate caring for plants into their daily routine, the benefits outweigh the chores by far. One such advantage is that keeping certain varieties of plants can greatly improve the air quality within one's home. Researching what plants are the most efficient air purifiers can significantly improve air quality. Another attribute to owning plants is the natural stress reduction nature provides for humans. While busy schedules may limit time spent outdoors, just keeping plants around the home has been found to be a substitute for outings. Junior Niko Shay said, "They bring a positive vibe to the room and I feel calmer around them." Just the presence of plants aids with mental fatigue and can lower anxiety. Keeping plants can add a calming atmosphere to a space. With the stresses of online school and being confined to our homes, now is the best time to become a plant parent.

Starting this hobby can be the most challenging period when caring for plants. A good place to start would be to assess what environment one's room is able to provide for plants. Finding proper placement for plants is an important step. A plant's spot should provide access to sunlight, be away from vents, and out of reach of pets.

Investing in shelves or rearranging a room to provide the best placement for plants is important for serious plants parents. Once a place has been decided, research into what plants are best suited for those conditions is required. For example, if a room lacks ample amounts of natural light, it would be best suited for low light plants such as snake plants. Another factor to consider is how much effort



Credit: Emma Horwood

Plants can add a natural accent to one's room.

one is willing to put into caring for plants. Caring for plants does not have to be a chore and there are a variety of plants that require little effort. Some low effort plants include aloe vera, Zamioculcas zamiifolia (ZZ) plants, and jade. When deciding what plants to care for, the plants' needs are as important of a factor as the plants aesthetic. While beginning to take care of plants can be daunting, proper research can set one up for success.

With a plethora of resources and information available on plant care, all one has to do to begin is to educate themselves with proper research. Many find the act of caring for plants to be relaxing and as rewarding as the outcome. Quarantine is the perfect time to add calming elements to living spaces. Becoming a plant parent can be cheap, easy, and beneficial.

The Pandemic Sparks Baking Hobby for Several Students

Athena Ebuon '24
Staff Writer

Many students struck by boredom have taken advantage of the pandemic as a way to develop new hobbies or interests. One of the most reviewed hobbies during the surging epidemic is baking. Though baking can be a huge mess, it is still fun and amusing to create homemade delicious treats. It can help relieve stress and can ease students' anxiety with overwhelming schoolwork.

Baking has been a pastime to many stuck at home students, another hobby where students can be creative with their foods. During this pandemic, students have been cooking up appetizing foods and desserts. Senior Mohammad Sadegi shared, "I have baked sweets such as chocolate souffle, varieties of pasta, and pizza from scratch." Another student, Senior Sabre Slattery shared, "Baking regular treats like brownies, cake, and cookies is my go-to, but my most recent

creation was a Coconut Crêpe Cake." Due to restaurants being closed down because of the coronavirus (COVID-19) pandemic, students like Sadegi have gotten into this hobby more. Being able to cook is an important skill to have. Sadegi explained that, "Baking and cooking is a very beneficial and necessary life skill to have. . . [it] opens up countless opportunities. . . After high school baking and cooking will help me become healthier and more financially independent." Learning how to take care of themselves and spend money wisely can be helpful if students choose to live on their own. Additionally, cooking can help increase critical thinking in science, reading, and math. When students cook or bake, they would need to know how much degrees the oven should preheat to, read instructions on what ingredients are required, and measure proportions on the number of ingredients used. Being able to have the freedom of making one's own cravings and favorite

foods is definitely a hobby and life skill worth picking up that will carry one far in life.

Though cooking is a way of being creative, it is also known to be a stress reliever. According to psychologists, spending time in the kitchen can relieve stress and improve mental health. Sophomore Talia Galindo expressed, "I enjoy baking because it promotes my creativity and allows me to relieve stress." Baking triggers the students' senses such as smell, touch, taste, and seeing the final result. When they see the outcome, they feel accomplished, however, satisfaction is not always guaranteed. Sadegi also shared, "Being fortunate enough to bake or cook what I want and eat really helps with my mental coping during these harsh days." Baking has become a coping mechanism for those who want to take their minds off of COVID-19. It can also help students take their minds off frustrating in school for at least thirty or forty minutes, reducing the amount of stress

that they developed while working. Slattery explained, "it became a safe space and an easy way to momentarily escape what was going on in the world." Adding on, people have excitedly rediscovered the importance of family meals. Since students are in quarantine with their families, they have been cooking or baking the same amount or more of foods ever since expanding their knowledge of food even more. Even though in-person meals are out of reach, virtually having meals is a way to still be connected.

Despite COVID-19 terribly postponing gatherings with family and friends, they can still strongly bond over delicious meals in virtual meets. Students can still gather with friends online virtually and talk during their hangouts while socially distancing. The pandemic cannot terminate students from cooking and baking. Their passion for making foods can continue to grow which teaches them to be more independent.



Credit: Emma Galindo

Sophomore Talia Galindo decorates scary Halloween cupcakes.

Chaparral High School - The Platinum Press - October 30, 2020

Living Fast: Aaron Matheson

Joshua Flack '24
Staff Writer

The kart screams as the asphalt chafes away the rubber wheels. Adrenaline rushing. Swerving across the track to avoid speeding obstacles, trying to avoid a wreck. For some, this is a rare karting experience, but for Freshman Aaron Matheson, this is just an average race.

Matheson is a student on campus who has been racing go karts competitively since he was five years old. "I just thought that it was interesting and I watched NASCAR [National Association for Stock Car Auto Racing] every weekend and most of those people started in karting," Matheson remarked. He has raced in numerous places throughout the country, including Oregon, where he won the International Kart Federation (IKF) Grand National Race. Matheson mainly races in the Los Angeles

Karting Championship (LAKC) in Fontana, California. He currently has four sponsors, the McDonald's in Sutherlands, K1 Race Gear, Sanner Racing Engines and Mothers Polishes and Waxes.

In addition, Matheson trains for races by using his real kart and his at-home racing simulator. He can customize his kart to whatever specifications would make his kart have easier rideability as many of the parts can be swapped or replaced. Apart from this, he has won many races, but the most important races to him were the United States of America Junior Karting Series (USAJR) Championship Race and the IKF Grand National race because they were prestigious races. Before a competition, he is excited but also nervous and that he gets more worried when he is in the back rows, because most bad wrecks happen in that area. The risk of injury is not enough to keep Matheson from racing

though, even if he starts in a riskier spot. Matheson explained, "I love the competition with my friends and fellow competitors." Matheson enjoys not just the race, but the joy that the challenge brings to him.

Racing is something that Matheson loves participating in. He expressed, "We [Matheson and his competitors] race because we see it as being a challenge and having fun." He is purely racing for the joy of it at this point in his career. Furthermore, he said he would do something with the sport in the future, if he had the opportunity to, but now he is just focusing on racing in his club. He wants to work to be the best, but he does not want to push himself so hard that he does not enjoy it. He just wants to enjoy what he already has. Matheson stated, "I am not sure why I like this so much, but I have always loved racing and it will always be part of my life."



Freshman Aaron Matheson speeds down the track as he competes in a race against his fellow opponents. Credit: Angela Matheson

Migao Twins Commit to BYU

Claressa Zepeda '22
Sports Editor

Seniors Elia and Enoka Migao, twin brothers and Varsity Football athletes, have recently reached a pivotal achievement and proudly committed to Brigham Young University, widely known as BYU. After receiving scholarship offers all throughout high school from colleges such as Arizona State University, Michigan State University, Colorado State University, and Oregon State University, BYU stood out to them both. The twins both found a path for their personal development within BYU's football and academic program.

The decision of what school the twins would spend their next four years after high school was difficult for them both. Although, the connections they created during their campus visit at BYU helped them to make their final decision. "The relationship that I had with the position coach that was recruiting me was real tight and the things that I saw in BYU was really appealing to me and my future so having my brother end up with the same decision as me was just a bonus; Enoka and I came to the decision on our own terms," Elia said. The twins came to the same decision but chose BYU due to their own personal reasons. "I just felt like BYU was a place where I could better myself not only as a football player but as a person. It was a hard decision to make," Enoka said.

Elia and Enoka both have competed in the athletics on campus since stepping onto the field their freshman year. Elia, an offensive lineman, has been a varsity starter since his sophomore year and Enoka, a defensive lineman, followed similarly and has been a varsity starter since his junior year. "I know for a fact that I wouldn't be in this position if I went to any other program so I'm glad I chose Chaparral [High School]," Elia explained. The Migao brothers had come to a decision on their own terms in choosing which college they would attend. However, they are able to support each other on campus.

Before the excitement of their final decision, Elia and Enoka took part in the process of recruitment, something most athletes strive to compete in, let alone succeed



Seniors Elia and Enoka Migao will be furthering their football careers at Brigham Young University. Credit: Elia Migao

in. "It's long but it's a blessing. You have the ability to experience a lot of things that not a lot of people get to experience. It's something I tried to soak in," said Enoka. The experience leading up to the final commitment was eventful and exciting for the Migao twins. "Whenever we got invited to watch the games and when we got to go out and tour our campus was my favorite part of things," Elia said.

In continuation, their success was derived from their hard work and was positively influenced by the Varsity Football Head Coach Mr. Andrew Ramer's support as well as their parents' encouragement. Through this positivity, they were able to persevere through challenges. Elia explained, "It got hard trying to balance my recruitment process with football, school and all the other things we did on a daily basis, but we found a way to live with it and adjusted our lives to it." The Migao brothers celebrated with family and friends to commemorate their accomplishment. It came as an indescribable relief to officially be a part of the BYU family and to begin their journey as Cougars.



Athlete Spotlights



Claressa Zepeda '22
Sports Editor

Chayce Frye '23

Varsity Boys Golf



Credit: Studio 94

Varsity Boys Golf Captain, Sophomore Chayce Frye, has been playing golf for twelve years. He has been a part of the Varsity Boys Golf team on campus since his freshman year and looks forward to his second year on varsity as a sophomore. "My goal for this season is to win [the] California Interscholastic Federation (CIF) and to be one of the top 500 nationally ranked players in the country," he stated. Frye demonstrates constant hard work and has applied himself

to training every day of the week, although he could not do it alone. Those close to him have played a huge role in his development. In specific, Frye gives recognition to his biggest inspiration, his father. "My dad inspires me the most because of his work ethic. He always tries to do and be his best at whatever it is," Frye stated. Golf has been a part of his life since he was four-years-old, teaching him life lessons, molding morals, and ultimately, shaping him into the person he is today. Golf taught him that "in order to be successful at anything, you need to work hard. Through the hard times as well as the easy ones." Frye looks forward to his future and journey through the college recruitment process in hopes to play collegiately. His ultimate goal is to play National Collegiate Athletic Association (NCAA) Division one golf.

Jadon Furubotten '21

Varsity Boys Football



Credit: Studio 94

Varsity Boys Football Captain, Senior Jadon Furubotten, has contributed greatly to athletics on campus. He committed to the United States Air Force Academy (USAFA). Being the captain of the Varsity Boys Football team since the middle of his junior season, he has had the chance to positively impact his teammates and influence their worth ethic. "I motivate my teammates, I push my teammates to excellence, and tell them to make sure they are doing everything

to the best of their ability," said Furubotten. At a young age, he had always wanted to try football but it was "just another thing to do" back then. Throughout his development, Furubotten has devoted thousands of hours to his craft, but it did not come easily. At times, hardships would bring him the feeling of discouragement. "I just tell myself I'm getting in my own head and once I tell myself I'm in my own head, I need to get out of it. I put myself in a confident mood." Furubotten could not have reached his goal of commitment without his passion for football and the brotherhood it has given him. "Everyone on the team is your brother. You don't get that comradery or brotherhood anywhere else," said Furubotten. He looks forward to his final season of football on campus and is eager to begin his collegiate journey at the USAFA.

Anastasia Nechay '22

Varsity Girls Tennis



Credit: Studio 94

Varsity Girls Tennis standout, Junior Anastasia Nechay, has improved dramatically throughout her time participating in the varsity sports on campus. Even though she still struggles with certain techniques, she said, "my hits are a lot stronger and more accurate than they were before." Not only has she found her passion within tennis, but the sport has also allowed her to create connections with others and strengthen herself as a person. "Tennis has allowed me to

meet some of my best friends that I wouldn't have met if it wasn't for this sport," she explained. Before coronavirus disease 2019 (COVID-19) began, she committed herself to practicing ten hours a week, two hours every day after school. With COVID-19 and tennis returning to the pitch, she works on improving her technique four hours a week. "COVID [-19] has affected me in my sport dramatically. There was a time where I did not play tennis for at least two months, and when I finally started to practice again, I had to work extra hard to retain all the skills I had lost during the long period of time that I wasn't practicing," said Nechay. She plans to continue to better herself within the Girls Tennis program for the remainder of her junior year and throughout her senior year as well as keep tennis as a hobby after graduating high school.

Alumni Spotlight: Justin Dedich Paves his Future in Football

Nicole Gonzalez '21
Managing Editor

High school athletes across the nation dream of the opportunity to represent and play for a division one school. They grow up watching rival teams play against each other, and are inspired by the hustle and determination displayed on the big screen. As for Chaparral Alumnus Justin Dedich, this dream came true. Sophomore Justin Dedich plays for the University of Southern California's (USC) football team and looks back on when he would watch the USC versus UCLA (University of California, Los Angeles) football games and "never thought [he would] actually get to play in it." Graduating high school a semester early, Dedich was admitted in the spring of 2018, beginning his journey early. Dedich admitted it was a difficult transition, "In college, you are a lot more independent than you are in high school... It was rough but in the end, it made me a better person." Although he had to leave his hometown earlier than most, he embraced the obstacles and eagerly took advantage of the opportunity.

This change of atmosphere is difficult for



Justin Dedich plays as a center for the USC team.

all incoming freshman, particularly student athletes. USC's football program has claimed eleven national titles and was ranked number two for the 2019/2020 season, according to Pac-12. On the field, this high caliber playing is an absolute eye-opener and changes the perspective of the game completely. Dedich explained how "we have four or five guys that get drafted to the NFL (National Football League), so they are literally professionals at what they do." While this competition could seem intimidating at first, Dedich used it as a learning experience to humble himself and understand the fast paced game differently. In high school, Dedich was the Number 1 rated center in the 247Sports' 2018 rankings. However, "It's definitely eye-opening because in high school you think you're the best of the best, and you get humbled real quick when you get to college. It made me a better person extremely," he explained. His frame of mind and understanding towards the game shifted to a whole new level of appreciating his time on the field. He rejected the simply merciless attitude many freshmen have when entering a Division I school, and worked to prove himself worthy on the field.

While his mentality strengthened, so did his physical skills. Dedich recalls his time at Chaparral when he played under Head Coach Andrew Ramer. He believes Ramer was "really key in making me who I am today." He owes a lot of credit to the coaches on campus for setting strong fundamentals that carried over to college. "When I got to college, I was able to refine the skills Ramer instilled in me," mentioned Dedich. Not only that, but his current Offensive-Line coach, Graham Harrell, helped him improve as a center and changed his perspective on the game completely. Dedich commented, "the knowledge he has given me is just beyond me. It has really helped me improve as a player." Dedich has played on offense since the beginning of his football career, and has been improving constantly under USC coaches. He has stuck with this position and tributes



Credit: Justin Dedich

Alumnus Justin Dedich runs down the field in preparation for a tackle during his recent football season.

his love for it from his personality. "I'm a loyal guy and I like to protect people," voiced Dedich. These traits easily translate over to his duty on the offensive line when protecting the quarterback. "It's a part of me. . .being able to physically let that out is something that's made me love the position," he said. His love for the sport continues to grow everyday, especially beside his teammates on the field. "The brotherhood my football team has is so much fun. . .You never want to leave it. . .you feel it's a part of who you are," described Dedich. His experiences at USC continue to leave him amazed and proud everyday.

In regards to his outlook for this season, the country's current state of emergency has extremely impacted his schedule. Dedich and

his team were cut off from their season back in March, and were left with three months of no training. He said, "That was the longest time I've ever had off in five or six years." Although he missed out on training and improving those few months, the team is back on the field preparing for the next season, beginning November 7 against Arizona State University. Dedich is currently battling for two starting roles at either center or left-guard. Moreover, he has many more goals for the year, including "trying to show skills as a versatile player. . .and trying to be a reliable teammate for the o-line (offensive line)." Dedich is always looking to improve both on and off the field, as he always has since his days at Chaparral. He will forever cherish the advice and experiences he gained as a Puma.

Freshman Brady Strohm Commits to University of Arizona

Jackson Gomero '24
Staff Writer

It has been said by many that baseball is one of the hardest sports that someone can play, so when someone that excels at it is found, they know that they have found a special talent. Freshman Brady Strohm is one of those with a special talent. He is a pitcher for the Trosky National Travel Baseball team (Trosky National) and has not only committed to the University of Arizona on a scholarship, but he has also been on the United States national baseball team when he was twelve and fourteen.

Strohm has been playing baseball since he was four years old. He said that the reason he decided to play baseball was because he

just enjoyed the game and he liked holding the ball. Prior to Trosky National, he played for MVP (Most Valuable Player) Hustle and the Garciparra Baseball Group (GBG), which are both travel baseball teams. Although he has succeeded in his career so far, that success has not come without difficulty. Strohm said, "You face a lot of adversity in [baseball], you do have a lot of bad outings [and] good outings." He also said that when he has a bad outing, he tries to learn from it so he can improve upon his mistakes. One of the things that he would like to do before the end of the year is develop his pitches more. Overall, his main goal as a baseball player is to be a part of Major League Baseball (MLB).

So far, in only the beginning of his career, he has looked up to star New York Mets pitcher Jacob deGrom as inspiration because of his

ability on the field. In order to achieve his goal of reaching the MLB, Strohm has been training five days every week for about two to three hours each day. He said his training consists of "a lot of speed and agility, and then other days is a lot of baseball specific [activities]," such as hitting or pitching drills. His decision to commit to the University of Arizona was influenced by a few factors. The scholarship they offered him, as well as the coaches that were at the school, were the main ones. Talking about the coaches, he said that they "were really the people that I wanted to be around for the next four years."

Overall, Strohm said that baseball has helped him to see the different parts of life, such as the competitiveness that takes place everyday. Unlike many freshmen, Strohm already has a place to go after high

school, where he will be able to continue his education and play the game he loves.



Credit: Brady Strohm

Freshman Brady Strohm pitches to opposing team.

Surfing is Growing in Popularity due to the Recent Pandemic

Joshua Flack '24
Staff Writer

Surfing is growing as more and more people hit the water for an exciting adventure. The pandemic created more space for hobbies and many filled this slot with surfing. With the free time, new riders and experienced surfers alike are putting themselves out in the water for a chance to ride down the oceanic track.

Due to coronavirus disease 2019 (COVID-19), many are looking for new hobbies to entertain themselves. Many people are discovering surfing as a way to entertain themselves while being socially distanced. Surfing provides exercise and adrenaline-pumping action, which attracts many athletes to the sport. All of these facts are contributing to the rise in new surfers. Senior Niaomi Foronda started surfing at five because of her mother. She stated, "I remember when I was younger, I would always go to the beach with my parents and then she'd be surfing and I knew I'd always wanted to learn how to surf

just by watching her." The fact that every wave is different may provide someone with something that is off routine and exciting. Many people are becoming hooked on riding waves because almost anyone can do it and numerous people realized they can find joy in it.

Undoubtedly, surfing is an entertaining sport for many people, but it is not very easy to learn. Freshman Jack Houglund, who started surfing at six, expressed, "Well, since we live, like, you know, forty-five minutes to an hour away from the beach, it kinda took me a while so I'd say about, like, one or two, like, probably, like, two good years to where I could, you know, feel confident dropping in on any wave, like, really no matter the size even though we don't get too big of waves down here." Since more people have the time on their hands, someone can learn even faster than two years. With a lot of practice, surfing can be picked up usually in a few months or less, but truly becoming a great surfer can take years of practice. It took Foronda around a year to catch her first wave and Houglund caught his first wave at Surf Ride Surf Camp when he was

around eight or nine. Furthermore, surfing is a very technical sport, which will create many opportunities for training. Many professional surfers have had to surf since they were young children to become professional at it. Some who start to surf may give up because of the challenge of the sport. Surfing may not be as easy as it looks, but it is not impossible. Even in a matter of hours, a naturally talented beginner could potentially catch their first wave and for a dedicated individual, a first wave becomes one



Credit: Dallin Grey

Junior Tommy Paulsen surfs a wave last summer.

of many. Numerous people who began surfing because of the free time they gained from the pandemic may find themselves enjoying the sport for a very long time. Over the course of a single life, somebody could go from a beginner to an experienced surfer. Foronda proclaimed, "I keep surfing because I find it very therapeutic and it's kinda, like, my safe space I guess, like, there's no one there to really distract me or bother me and it's just my way of calming down and just finding a way to relax."

Moreover, surfing is a challenging sport that many people find to be very enjoyable. Even in unlikely times, surfing is drawing in newcomers. Houglund exclaimed, "Just, you know, the feel of the ocean and just, like, the sunset and, you know, just the feeling that you get when you surf and when you're riding the wave and, you know, you're turning and it's just, you know, it's an unmatched experience." The love of the oceanic art form is attracting new riders daily. People may begin to surf because they think it seems exciting, but many realize the joy that is found while surfing and they continue to keep riding.



Halloween Costumes



Sofia Rodriguez
'21 - 2013



Audrey Grey
'22 - 2018



Madi Edwards and
Alexandra Jurado
'23 - 2019



Madison Galat
and Mallory
Bryant '24 - 2019



Jonathan Grey
'24 - 2010



Mariah Querequincia
'22 - 2019



Felicity Reddy
'21 - 2019



Gabriella Branch
'22 - 2020



Isabel Popiela
and Sam
Jimenez '21 -
2019



Allison Parra '21 -
2007



101 Dalmatians
and Cruella
Deville- 2018



Mr. Irvin
- 2019



Mr. Klair
- 2013



Mrs. Cox and
Mr. Ford -
2019



Mrs. Gandy and
Mrs. Taylor -
2017



Mrs. and Mr.
Winger -
2009



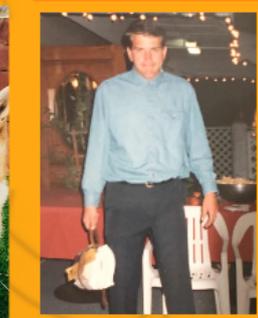
Mrs. Childs and
Mrs. Morales -
2016



Mr. Morel
- 2017



Mrs. Ruiz
- 2018



Mr. Rossi -
1996