

the hoofprint



Photo by Shani Su



02 News

New school policies, such as the sign out, sign in, green lanyard and single class tutorial rules, promote safety and more focus during the school day.

Photo by Shani Su



11 Scene

The popular social media app, BeReal, provides an authentic way to connect with friends.

Photo by Xiomara Lopez



15 Sports

Crowds at sports games benefit the players in ways more than imaginable.

Bringing the beat in

Photo by Shani Su

Rhapsody in Blue member junior Caroline Lim sings “Love On Top” by Beyonce during Cabaret Night, in which all choir groups and soloists performed for students, parents, and alumni Friday, Sept. 23. “When I was choosing the song, I was thinking if I wanted to challenge myself or not since it’s a pretty challenging song for me. I decided I wanted to go all out and choose it,” Lim said. “I love performing – I had a really fun time.”

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mission

We, The Hoofprint staff, strive to inform the student body in an accurate, timely and objective manner. While we take responsibility for the legitimacy of our reporting, we also recognize the freedom of the press and speech given to us under California Education Code 48907. Through our coverage, we hope to represent the distinct character of the Walnut community.

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New policies enact change



Photo by Shani Su

Signing in | Senior Vanh Gonzalez scans his student ID to sign into tutorial. This allows the school to know where students are at all times.

Senate Bill 328, which passed in 2019, mandated that high schools in California start no later than 8:30 a.m. beginning with this school year. School now starts at 8:30 a.m. instead of 7:50 a.m. and ends at 3:25 p.m. instead of 2:45 p.m. on regular days. According to a survey of 261 students, most students are fine with the current start time, but 81.2% of students think school ends too late.

“There have been studies done that say that students could use extra sleep and that they’re more productive and it’s more beneficial for them to start school later. I’m hoping it’s beneficial and kids get to school on time,” class of 2023 grade level coordinator Jennifer Tucker said.

However, students have also observed consequences from the new schedule.

For example, 40.2% of students feel they do not get enough down time before or after completing homework because of the new schedule, and 30.3% of students finish their homework later than last school year. Almost three-fourths of students also said they have less time for school activities since school ends later.

“The challenges of implementing the new schedule were after school sports, what do we do when parents drop their kids off in the morning and then go to work, and making sure we have supervision for late night labs,” principal Ryan Maine said. “A lot of teachers have to pick up their kids after school so it just pushed everything back by 45 minutes. It definitely is taking some adjusting to get used to.”

Ryan Huang, *News editor*

Teachers share new routines

Teachers discuss changes and continuities in their schedules.



Janice Zhen,
science

“My morning routine didn’t change except that there is more traffic in the parking lot. It’s better to arrive earlier to avoid traffic in the parking lot.”



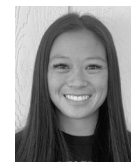
Katelyn Tinius,
English

“I still need to leave home early because of where I live. Since we start later and end later, I am in traffic more often. It takes an hour to get to school.”



Jennifer Herzog,
math

“My morning routine hasn’t changed much besides not being as rushed as it used to be. It gives me a little more time.”



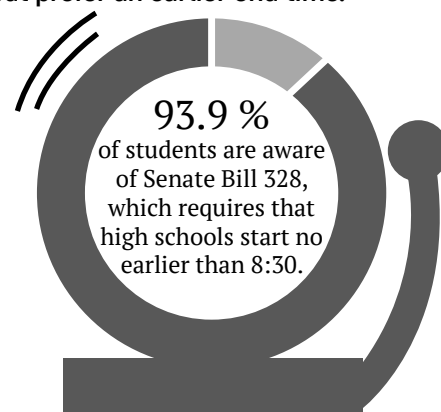
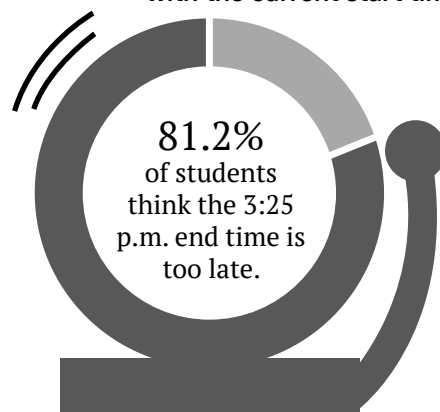
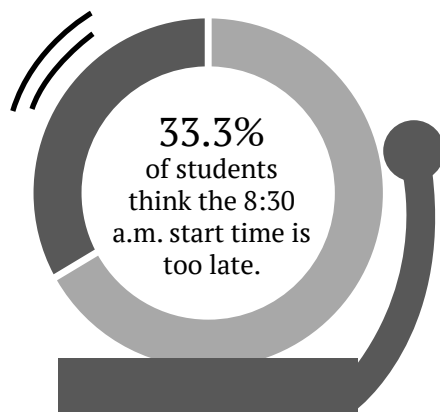
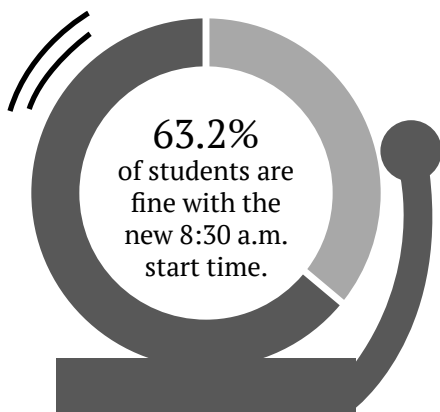
Vanessa Pai,
sports medicine

“Everything I used to do at night I do in the morning now. I moved my night workouts to morning workouts because there is plenty of time for me to get to school.”

Compiled by Sofia Majeed
and George Wang

Students consider current bell schedule

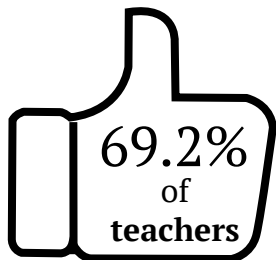
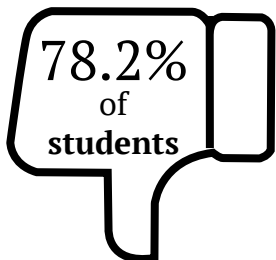
According to a survey of 261 students, most students are fine with the current start time but prefer an earlier end time.



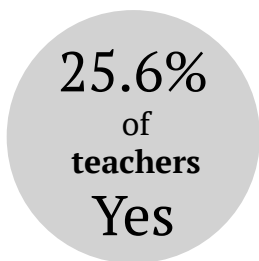
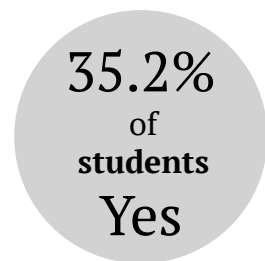
Students disapprove of tutorial guidelines

Based on surveys of 261 students and 39 teachers, most Mustangs are not aware of the ability to use passes to move to another class.

Do you like the single-class tutorial policy?



Do you think not being able to freely switch classes during tutorial affects students' learning?



Student thoughts on tutorial:
“Some days you need to swap classes during tutorial. Not being able to is a inconvenience to anybody completing work for multiple classes.”

“Sometimes, I need help with work from more than one class. If I get the necessary help from one class and I’m forced to stay in it, then time would be wasted.”

Teacher thoughts on tutorial:
“From my perspective, it seems students can stay focused on their work longer because they must stay in one room, but one drawback I see is students who need to make up tests in several classes because of an absence.”

“Students need to make up work from multiple classes when they are absent. It’s usually never from just one class.”

“Students can still go to other classes, they just need a written pass. It’s not that hard to ask your teacher for one. Be brave and ask!”

Q&A: Administrator explains revised regulations

Principal Ryan Maine explains the purpose of new tutorial and bathroom rules.

Q: Why is there a new rule that students can’t switch classes during tutorial?

A: “One of the issues we found with tutorial was that kids would switch classes but they wouldn’t go to that class. We really want tutorial to be a time where kids can finish their work and get things done. If a kid does need to visit another teacher, they can take a pass to go and come right back. It’s just a little more accountability to make sure kids are taking advantage of that time.”

Q: Why is there a new sign out/sign in and green lanyard policy?

A: “A lot of kids use the bathroom and then they’re gone for 30 minutes. So this just lets us see if anyone is abusing bathroom privileges. The green lanyard is more of a

safety issue. We want to make sure that our security guards are able to identify kids out of class. If anything stands out or doesn’t look right, our security is able to question that person.”

Q: What happens to students when they don’t leave class properly?

A: “Our security will identify why the kid is out of class or if they’re even a student on campus. If it’s a student that didn’t take a pass, then security will walk that student back to the teacher, and then the teacher will say if they were given permission or if they weren’t and that’s when they go to their GLC who will apply appropriate consequences.”

Q&A: New bell schedule improves rest



Hans Hong, 9

“I feel like ending at 3:25 is too late. I would rather wake up earlier and end school earlier so I can have more time in the afternoon. That’s my main concern about the new schedule.”



Mary Xu, 10

“I feel like the new bell schedule is good because I am able to sleep for longer. For example, I used to wake up at 6:30, but now I get to sleep until 7. But there are obvious downsides to this. Personally, I’d rather wake up earlier and leave school earlier so I have more time in the afternoon to do whatever I want.”



Mason Medina, 11

“At first I was skeptical of the new schedule because I didn’t want to get out an hour later. I felt it was gonna push my sleep and homework schedule back an hour and I was gonna be behind. But after the first two weeks I got used to it. It just feels normal. I wake up later now. I don’t catch myself yawning in class.”



Jacynda Rueda, 12

“I really like it because it gives me more time to get ready in the morning and get homework done if I didn’t finish it the previous night. I feel more rested waking up and going to school at 8:30 instead of 7:30.”



Photo by Stephanie Cheng

Leaving class | Junior Zack Cui wears a green lanyard to leave class. “I don’t think the new sign in sign out is really necessary. I think it’s too much work and becomes annoying every time you have to leave class.”

Bathroom rules tighten

The first graph is based on a survey of 261 students, and the second graph is based on a survey of 39 teachers.

Some students like the new hall pass check out policy for being an efficient way to leave class.

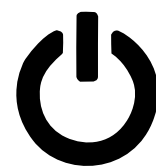


Most teachers always implement check out/check in and green lanyard rules when students leave the classroom.



Changes constrict student life

As the new school schedule starts later and ends later, students are less productive.



Sleep

47.1% of students get about the same amount of sleep this school year as last school year. 47.1% of students go to sleep later and 44.4% of students wake later this school year.



Extra-curriculars

71.3% of students have less time for after school activities because of the later end time. 1.9% of students have more time for after school activities this school year.



Homework

40.2% of students don’t get enough down time before or after completing homework because of the new end time. 18.8% of students said the later end time doesn’t affect their homework after school.

Students discuss the advantages and disadvantages of having school start later than last year.

The Hoofprint policy

The goal of The Hoofprint, a student-run organization, is to provide both an online and print forum for the dissemination and discussion of campus-related events and concerns. Therefore, we will uphold our responsibility to ensure accurate and related coverage that is accessible to everyone. Under California Education Code Sec. 48907, we reserve the right to publish, without prior review, material that is accurate, accountable and founded.

As we strive to protect our First Amendment Rights, we extend this support to all student media organizations. The Hoofprint commends the Los Angeles Unified School District (LAUSD) for rescinding student media adviser Adriana Chavira's unpaid suspension by Daniel Pearl Magnet High School (DPMHS) Friday, Sept. 16. Chavira, who faced an unpaid three-day suspension before its revocation, had refused to remove the name of a librarian who had left her position after resisting her district's vaccination mandate. The librarian's leave directly impacted the DPMHS community, prompting students to publish the public employee's name.

While the decision to print her name was in congruence with journalistic principles as well as the law, the disciplinary action Chavira faced had breached a clause of the California Education Code Sec. 48907: "An employee shall not be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this section, or refusing to infringe upon conduct that is protected by this section, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution."

Amid blatant violations of the rights of student journalists in alarmingly close proximity to us, the staff at The Hoofprint will continue to be steadfast in advocating our rights. We will and always will thoroughly and objectively investigate stories relevant to the student body. Reporting will address all views and the sensitivity of our content will be considered. Under the California Shield Law, all Publications staff retains the absolute right to protect the confidentiality of their interview sources. Therefore, we will be considerate to all interviewees and provide factual news.

To maintain the integrity of our organization, all online and print articles, names, dates, etc. will be fact-checked, and all interviewed quotes will be documented through official transcripts, messages or voice recordings. The staff at The Hoofprint assumes responsibility over all inaccuracies and will issue formal apologies and retractions to correct factual errors, misquotes, attributions or wrong photos. The updated information and a note indicating revision(s) will be posted.

We strive, as a hybrid publication, to release print news every six weeks and update our online news (whshoofprint.com) and social media platforms weekly. We acknowledge that the print, online and social media of The Hoofprint are subject to the protections of the First Amendment, California Education Code 48907 and the California Shield Law.

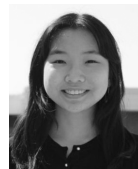
Students are welcome to participate and share their feedback with us through student-produced articles, editorial cartoons and letters to the editors. Therefore, with the aforementioned, we at The Hoofprint will endeavor to uphold the integrity and transparency of this public forum.

How to get your opinion published:

If you are interested in sharing your viewpoint, we accept replies to articles or comics/political cartoons. Email to So Hee Tan at stan@wvusd.org. Include your name, grade, and phone number. (Anonymous work will not be published.)

"Realness" on social media is unattainable

Though apps like BeReal advertise authenticity, they're still a far cry from everyday life.



Emily Cao
Print editor-in-chief

Most teenagers recognize that social media is vastly artificial, prompting us to seek out apps that promote authenticity, or at least market themselves as such. Take BeReal, for instance. Dubbed the "anti-Instagram," it allows users to send an unfiltered picture of themselves through their front and back cameras in a two-minute time frame. It discloses publicly how many times users retake their photos and how much time is spent after the notification is sent out before taking the photos – a modern-age public flogging of those who did not Be Real that day. However, authenticity cannot be divulged as simply as creating a metric system for it, much less through an app.

So why do we bother with being real on social media in the first place? As people grow more conscious of the detrimental artifice in brand and celebrity advertisements, we become more inclined to measure the "realness" of internet facades we may have formed parasocial relationships with. Gone are the days when creators could flaunt their wealth fashionably; now, it's considered better taste to be humble, casual and most importantly, real. We have all become subjects of the omnipotence that surveils authenticity.

Yet, authenticity is a dynamic, ever-evolving concept that cannot be reproduced by the internet, a static inventory of words, pictures and moving pictures that tends to dilute nuance into "good" or "bad" and "real" or "fake".

While it may assert itself as the anti-Instagram, BeReal imposes the same flattening effect on its users as other social media. Aside from the lack of filters, it gives users ample control over the timing, framing and audience of one's photos, making it no different than "casual Instagram," a pervasive corner of the app which markets itself similarly through its low-effort and blurry "photo dump" trend.

Whereas it's widely understood now that this genre of social media is still performative because of the extra steps taken to ensure one's candidness, BeReal more insidiously renders "realness" an aesthetic that one may choose to partake or abstain in at any moment. It further reduces and distorts the concept of authenticity into something as simple as a number.

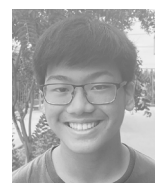
It seems almost natural to want to showcase the "casual" alongside more glamorous sides of our lives: it assures others, and perhaps ourselves, that our digital identities aren't completely artificial. We labor over being perceived as authentic – as opposed to simply being authentic – for



a variety of reasons. Perhaps it's a natural reaction to the anxieties we may have over our debilitating sense of selves in this fast-paced information age, or simply because we feel left out when all of our friends are doing it.

Personally, it's a bit of both, and I definitely am not immune to buying into certain personas or aesthetics in my disaggregated online presence. While authenticity is not something that can be mediated by the internet, it doesn't mean that we can't share about the parts of our lives that are meaningful to us. Perhaps we should also reevaluate why we grapple so much in the first place with proving our authenticity, something that is innately true because we exist. Ω

Q&A How authentic do you think people can be on social media?



Brandon Lim, 9

"I just show the most exciting parts of my life. That's what's special about BeReal; it takes a random moment and forces you to show it no matter how mundane it is."



Eddie Chavez, 10

"I don't really post on social media, but I think BeReal is different because you're showing what you're doing at that moment. You don't get enough time to show off."



Melania Ornelas, 11

"I think it's authentic because they're showing their real selves instead of what they put out on social media, which could be edited. People should try not to hide their flaws."



Jhenna Sebastian, 12

I just downloaded [BeReal], but I think some aspects of social media can be authentic if people use it to express themselves or for communication."



Cathy Li
Copy editor-in-
chief and
Opinion editor

Dear readers, please indulge me in considering the following questions: Do you refer to women as “females” and other less family-friendly terms? Do you believe that they belong in the home, cannot drive and should be men’s property? Are you an ex-boxer whose only undeveloped muscle seems to be the one inside your cranium?

If you answered yes to all of those questions, congratulations. You are social media’s newest exercise in sensational misogyny. You are also a menace to society in a non-ironic way, but that’s a topic for later in the article.

Below is the saga of Andrew Tate, the self-proclaimed alpha male who considers himself a modern-day pharaoh, but really is just the modern-day owner of a pyramid scheme.

Tate, an internet personality who rose to fame because of his far-right views — he even admitted himself that he was “absolutely sexist” and “absolutely a misogynist” on a podcast appearance — has billions of engagement across TikTok, Instagram, Facebook and YouTube. Despite being banned from these platforms in August 2022, his content continues to remain relevant. For example, I counted more

than 50 active fan accounts dedicated to posting his content on Instagram alone.

To talk about Andrew Tate is like going down a checklist of disgusting behavior, with each new item getting worse and worse. Past his

“*To talk about Andrew Tate is like going down a checklist of disgusting behavior, with each new item getting worse and worse.*”

garden-variety misogyny that permeates all his content, Tate’s house in Romania was raided on suspicion of human trafficking in April 2022. Though the U.S. State Department refused to comment because of privacy issues, Tate did not have such reserves. “Officer...I think we can all agree that b----- love to lie,” he wrote on Instagram of the raid. In addition to this allegation, there are countless videos of him inciting physical and threatened violence, including a video of him hitting a woman with a belt that got him fired from the reality show “Big Brother” in 2016. The scariest thing of all, however, is how these actions are received by his followers. Rather than feeling disgust or disdain, they revere him for it. Tate calls himself a “self-help guru,” so it raises the question of exactly what type of help he is providing to his fans.

The values Tate advocates

for, however, are popular outside of his content. He shares his audience with other creators in what is collectively called the manosphere, a group of digital forums rife with sexist beliefs. Though there are, of course, issues regarding men that need to be addressed and advocated for, this particular term refers to a group of radicalists who take it entirely too far.

Ironically, this extremity is what makes Tate and his contemporaries so popular. Because there will always be people who hold views different than the norm — in this case, views against equality and basic human decency — Tateisms appeal to the hyper specific audience that feel silenced by the general public.

For Andrew Tate, this apparently underrepresented population is young men between the ages of 13 to 25, who make up the lion’s share of his fanbase. It’s also no coincidence that male teenagers make up the age group with one of the highest recorded internet usage, with 81 percent engaging with Instagram and 73 percent in Tiktok at least once per month. This presents ample opportunity for disillusioned youth to discover Tate’s content, especially because these are the platforms on which his videos are most widely shared.

With a confident demeanor and enviable

lifestyle, it’s not difficult to see why people might be drawn in by Andrew Tate at first glance. After all, it’s a rich, fit, successful guy explaining how YOU can be just like him. Once people begin to realize the true extent of his politics, however, it might already be too late.

Before Tate was banned from TikTok, the Guardian conducted an experiment to test its algorithm in August 2022. Reporters created a fake account for an 18-year-old and interacted with the For You page normally, until a video about men’s mental health popped up. Even without commenting on the video or searching for content like it, the account was recommended videos of Andrew Tate and similar creators. After watching two Tate videos, the account’s entire feed consisted of his reels. Needless to say, once someone is exposed to

Tate’s content, it’s easy

“*While his content itself is revolting, what is worse is the average age of his audience. The next generation of men are being taught by Tate that it’s acceptable to hit women and blame victims of sexual assault.*”

to fall down the rabbit hole of radical ideology, especially when the descent is made easier by social media

Internet personality Andrew Tate

algorithms.

Tate’s effect on classrooms around the world, according to teachers, is already apparent. For example, a private school in Sydney, Australia sent out a warning about Tate’s videos in a newsletter after linking the uptick of sexual abuse towards female students to his content.

Tate is not the only creator who caters towards a male audience. He’s probably not even the only Bugatti-flexing, COVID-denying of the bunch — but he is the only one being celebrated for acting out how he’d attack a woman if she accused him of cheating. While his content itself is revolting, what is worse is the average age of his audience. The next generation of men are being taught by Tate that it’s acceptable to hit women and blame victims of sexual assault.

I cannot think of a good way to end this article because I do not know how to condemn Andrew Tate more. The things he has done that should’ve landed him in jail has instead given him a multi-billion dollar career. He latches onto people’s insecurities to make women the enemy, enriching himself by stepping on the necks of an entire gender. How glad I am that the technological marvels of the Digital Age are being used by Andrew Tate to radicalize young men right in their own bedrooms. Ω

A home away

Through an interdistrict transfer from La Habra, Junior Mingke Jiang from Changchun, China is welcomed to Walnut.

David Kang
Feature editor

He adjusts his glasses as they slip down his face. He looks around the campus, confused and nervous, but a certain sense of excitement rises up in him. The mind that was constantly burdened by worries about academics now had an escape.

Junior Mingke Jiang moved to the U.S. nine months ago, attending school in La Habra, before coming to the Walnut area six months ago. With La Habra having a generally non-Asian school body, the predominantly Asian population of Walnut brought Jiang some comfort. In addition, the casual Western style of education such as lighter work loads and lenient teachers also lessened the burden of being in a new environment.

"It was good, everybody is really friendly and [they] help me a lot. There's a lot of Chinese students so it's easy to get along with them and [understand] the rules. [Compared to] Chinese teachers, [the teachers here] are very easygoing and don't push you or [make it] very stressful. They talk to you like friends [talk] to each other," Jiang said.

In contrast to Walnut, a sea of unfamiliar faces and fast-paced speech prevented Jiang from assimilating into the student body at La Habra.

"There weren't that many Chinese people at La Habra. Generally, it was easier here for me and my dad, because my dad

doesn't know English. There really were not a lot of Asian people [in La Habra] so it was hard for me," Jiang said. "Unlike at Walnut, there were no Chinese people to help guide me if I had struggles."

However, Jiang's experience with non-Chinese speakers did not come to

"In China, you can't bring your phone to school. It's funny to see everyone have their phones out when I'm used to stricter rules," Jiang said. "I also find it really interesting that students can drive themselves to school. In China, you see, even some college students don't have a driver's license because they don't need it because you can walk everywhere."

Although Jiang has his own struggles with the U.S., there were also a multitude of

at least finish it by 11:30 p.m. We have a lot of tests and the parents push us because of the environment,"

Jiang said. "If you don't take a good high school entrance exam, you can't go to a

when we weren't worrying over school, but when middle school started there were some arguments and disagreements," Jiang said. "Society puts pressure on the teachers, teachers put

pressure on the parents and parents put pressure on the students. There's a lot of problems that arise."

When Jiang came to the U.S., he left his mother and came only with his father. In addition to becoming more independent with this change of life, Jiang's parents' attitudes also shifted.

"In comparison to the other parents in China, my parents are less strict. But in comparison to the people here they're a lot stricter," Jiang said. "My parents are a lot nicer to me in America, mainly because you're more independent. In American schools, you have more control over what you do and what you get on tests and assessments."

In the future, Jiang hopes to try a variety of new activities that were not available in China, such as joining the basketball team, guitar club and going to various dances to meet new people.

"I want to improve my English so I want to reach out to more people, especially those who don't speak Chinese," Jiang said. Ω



Photo by
Stephanie
Cheng

Junior Mingke
Jiang (right)

him as a complete negative.

"A lot of students were curious. There were not a lot of Chinese people who also weren't good at English," Jiang said. "They asked me a lot of questions about what China was like and I taught them a lot of Chinese. And also when the people around you don't understand Chinese it's easy to learn English that way because you have to speak English."

In addition, when Jiang came to the U.S. he was surprised by the independence that American students have.

struggles in his hometown of Changchun. In China, entrance exams for high school become of intense importance.

"In China, students feel really stressed. We have to start at 6:30 a.m. to 6:30 p.m. There's a lot of homework and you need to

good college and basically your life is over. So there's a lot of academic pressure."

Outside of school, Jiang's parents also played a part to put stress on his academic life in China.

"In elementary school, it was easier to have a better relationship with my parents

Q&A: Director of Pupil Personnel Services and Secondary Education Ron Thibodeaux explains the transfer process at WVUSD.

Q: What is the Allen Bill?

A: "The Allen Bill is where your parents work within the boundaries of the school district," Thibodeaux said. "The idea behind that is if the student's parents work in WVUSD, even though you live someplace else, the state allows you to be able to fill out an Allen Bill permit request and if the school district has room they will place you in a school."

Q: What is an Interdistrict Request?

A: "The interdistrict request allows somebody that is from another school district, who goes to that school district but would really rather go to WVUSD for a special activity or program to come to WVUSD to participate in these activities or programs," Thibodeaux said.

Q: What is District of Choice?

A: "WVUSD is a District of Choice school district," Thibodeaux said. "There are several throughout the state of California, and it allows students who reside in another school district to permanently leave that school district and choose a district of choice like WVUSD."

Q: Why do students pick WVUSD?

A: "We have an excellent school district. People want to graduate from Diamond Bar High School, people want to graduate from Walnut High School. We offer programs that other school districts just don't offer. We have award winning arts programs and our athletics programs are always competitive," Thibodeaux said.

y from home

The I-20 permit allows Junior Maximilian Braeuning from Kaiserslautern, Germany to travel to Walnut.

As he exits the airplane, he is engulfed in a wave of hot air. His hair blows backwards, the sun turning it a shade of gold as he steps foot in the United States for the first time. Yet, the change in weather is the least of his concerns — he would soon have to assimilate into a new education system.

Braeuning went through the I-20 permit system, which allows him to study his junior year in California and return back to Kaiserslautern, Germany for his senior year. Despite the drastic changes from his previous school, Braeuning is embracing the new environment. As his previous school had no sports teams, he finds solace in being able to join the varsity football team at Walnut.

“In Germany the school is not as long and I don’t have after school sports,” Braeuning said. “But I like it here more when there are sports after school. It’s my first time playing football. It is a lot of fun.”

to the gym and meet new friends who also like it,” Braeuning said. “Having friends from football makes me feel more comfortable because they come to me and talk to me. I like it because it’s easy to make friends that way.”

Braeuning is currently living with a host family arranged by the I-20 program. While it took some time to adjust to a new living arrangement, Braeuning now feels comforted by his hosts.

“My host family makes me feel at home,” Braeuning said. “At first, it was really weird, but now my host family feels like family.”

Speaking and reading English is an unavoidable barrier that Braeuning is learning to overcome.

“I learn English [well] here, but in English class it’s hard for me,” Braeuning said. “I need to read books in English and write essays about it. I told my teacher that it’s really fast for me and I talked to Mr. Newman but he told me that I can’t switch classes. I understand English, but it’s still hard for me to understand all the things.”

With English being the primary language at Walnut, he sometimes feels pressured to respond quickly in agreement despite not understanding the questions he is asked.

“In Biology my teacher talked to me and I just said yes,” Braeuning said. “I don’t want to say, ‘No, I don’t understand that stuff.’ And then I forgot my homework because she told me I needed to do something else.”

In the future, Braeuning wants to continue to play football at Walnut, and eventually Germany, where he hopes to join the city team at Kaiserslautern after attending college.

Whether it is his new friends or his love of football and In-N-Out, Braeuning’s time in the U.S. has given him a new perspective on the different lives people lead, allowing him to better understand the friends he has already made, and better relate to the other students at Walnut. Ω

Q&A: Dr. Thibodeaux discusses exchange students in WVUSD.

Q: What are I-20 students?

A: “I-20 students are guest students that are here from another country on a temporary status,” Thibodeaux said. “We have six districtwide this year. And the reason that that is the case is because of the COVID-19 protocols easing around the world and now students that are wanting to be exchange students are now coming back and using the process to be able to come here. So we do have more of those than we’ve had in the past.”

Q: What I-20 students do we have at WVUSD?

A: “This year we have a student from Germany, Norway, the Philippines, Vietnam, Hong Kong and two students from Brazil. That’s a wide variety of students from other places. They want to experience the U.S., and I think for our students, it’s nice to be able to be around somebody from another country. I see it as a cultural exchange, where our students can learn from them and they can learn from our students as well,” Thibodeaux said.

Q: What is declining enrollment?

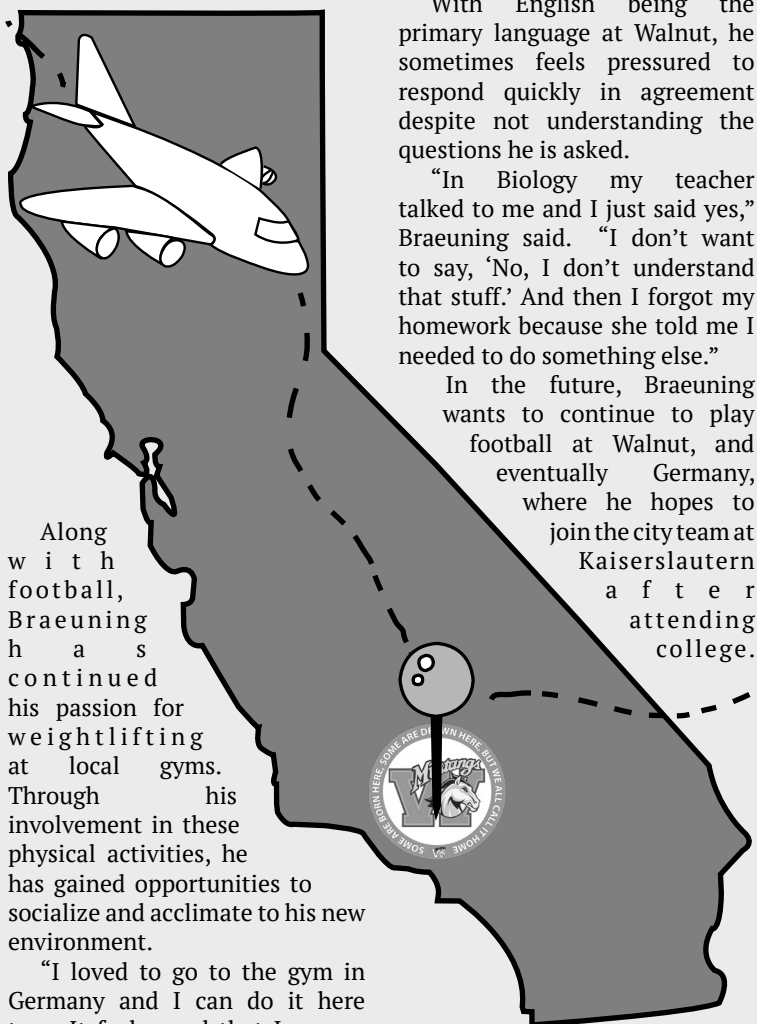
A: “It means that the number of students going to the schools has been going down,” Thibodeaux said. “WVUSD has been in the case of declining enrollment now for many years. The reason that matters is that we’re funded based on the number of students that we have in the school district. So the fewer students we have, the less funding we get, the less funding we get, the fewer teachers we can hire and the fewer programs we can give.”

Q: Has there been more exchange students this year?

A: “In terms of students from out of the country that come from abroad, we don’t take numbers on that because when they come here and become residents in the school district, the only thing that matters to us is whether or not they are residents,” Thibodeaux said. “We don’t tabulate where these people come from before they get here. Once they establish residency, we make sure that they get in a school. There’s no evidence that would suggest it’s any more or less than the past when we did have them.”



Photo by Stephanie Cheng



Along with football, Braeuning has continued his passion for weightlifting at local gyms. Through his involvement in these physical activities, he has gained opportunities to socialize and acclimate to his new environment.

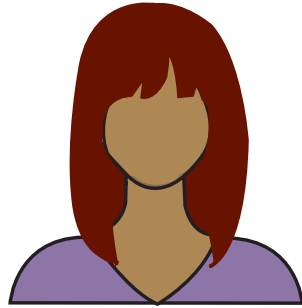
“I loved to go to the gym in Germany and I can do it here too. It feels good that I can go

popular student styles

According to a survey of 215 students, the most common haircut is bangs, worn by 27 percent of students who follow trends.

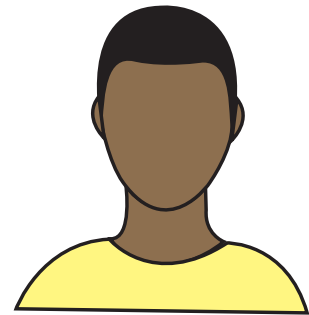
bangs

Bangs remain popular as one of the most timeless haircuts. Some people have straight bangs, whereas others shape them to be curtained.



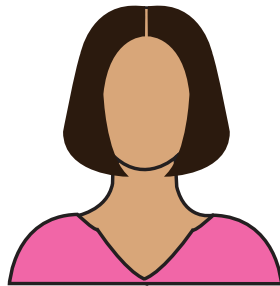
the buzz cut

People of all genders have taken the bold move of shaving their head, being left with just an inch of hair. Some people dye their buzzed hair various colors to accentuate their look.



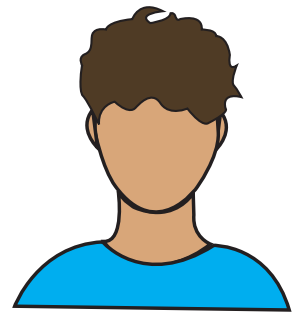
the bob cut

Bob cuts are short or medium in length, where the hair is cut straight around at jaw level. Oftentimes people with bob cuts also have bangs.



a perm

A perm, short for a permanent wave, is a hairstyle which involves setting curls or waves into a person's hair. perms often last for months and are especially popular among teenage boys.



Colorful curls | Freshman Isaac Marquez flaunts his recently dyed bright pink hair which he emphasizes as an important piece of his individuality. Pink hair is the most uncommon hair color at Walnut High School.

Hair: it's the most noticeable thing you see when you look at someone. Whether it's short, dark and straight, or long, curly, and hot pink, a person's hair can say a lot about them. Hair is a part of someone's identity, a way to express their individuality through different styles and with creative accessories.

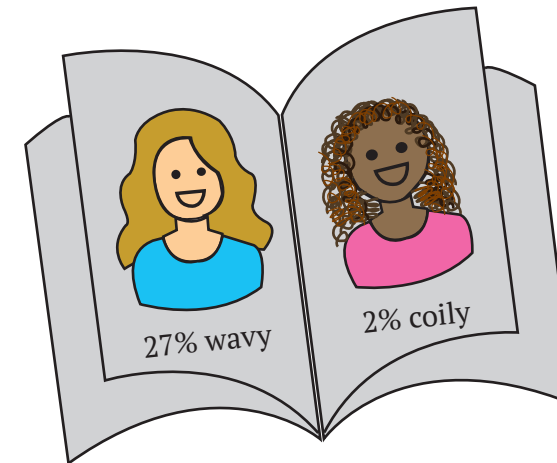
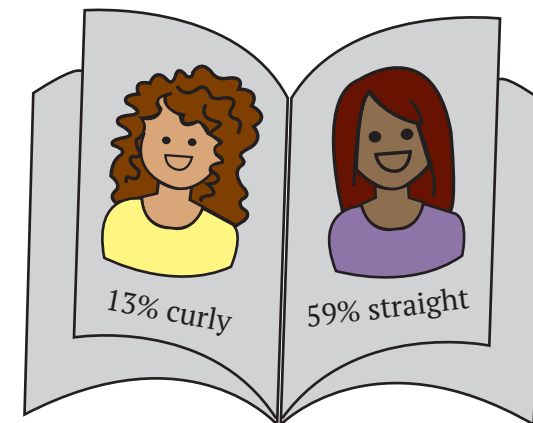
According to a survey of 215 students, hair ties are the most commonly used hair accessory, worn by 54 percent of students. Several old trends such as curtain bangs and 90's claw clips are also

making popular comebacks. Whereas some students spend up to 20 minutes styling their hair, 54 percent of the student population takes only five minutes to complete their hair routines. Hair plays a role in one's self-confidence and mood, according to 87 percent of students. Through hair, the student body reflects its diversity and quirks for everyone else to appreciate.

Sophia Parungao, Design editor-in-chief and In-depth editor

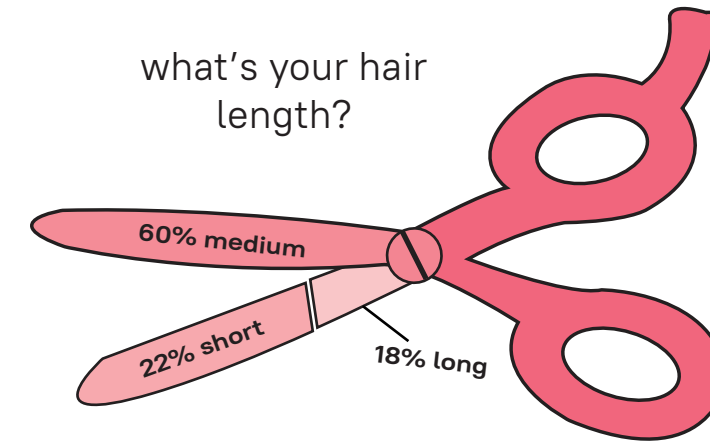
heaps of heads

what's your hair type?

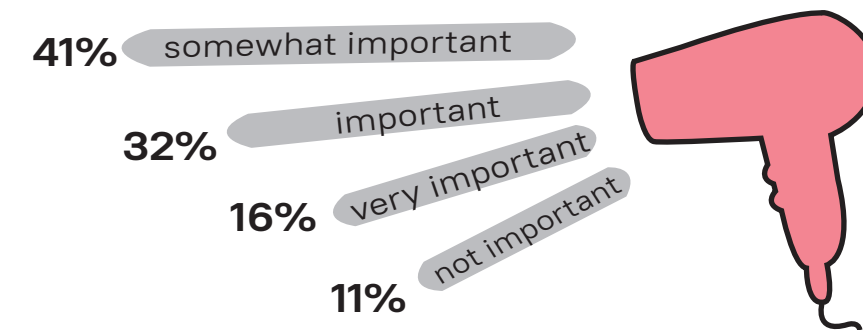


According to a survey of 215 students, the most common hair type is straight, while the most common hair color is black.

what's your hair length?

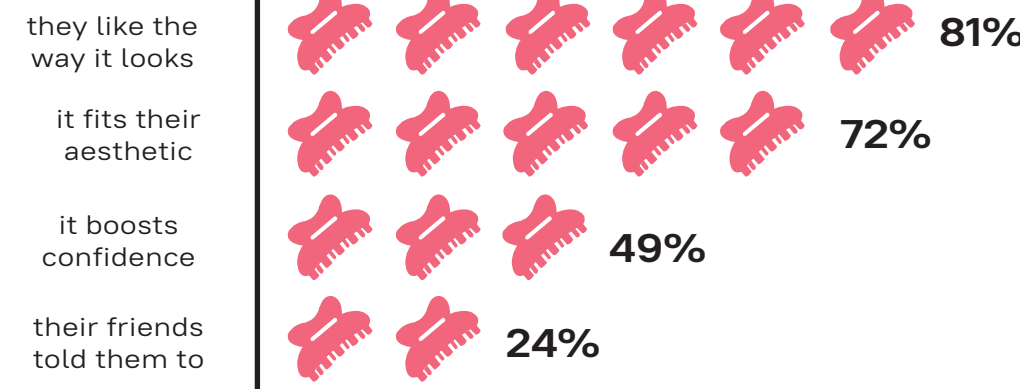


how important is your hair to your identity?

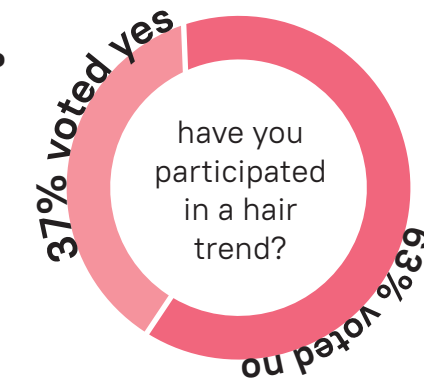


students follow new trends

why do people participate in hair trends?



With 37 percent of students participating in hair trends, see why they follow these certain styles.



Based on a survey of 215 students

Q&A: What does your hair say about you?



Joanne Zhang, 9

"My hair used to be pink but it faded. I dyed it because I think it looks cool, it shows that I'm artistic. I love painting so I think it expresses my love for colors."



Breanna McChesney, 11

"I like my curls and I put a lot of effort into it. If I didn't have my hair I would feel less unique, because my hair texture is different."



Kayshawn Yen, 11

"I dyed my hair so my friends could take pictures and talk about it with me. I got a buzz cut because I made a bet with my friend. I change my hair for fun."



Cam Kahl, 12

"I like to listen to punk music and my hair is usually spikey. It's kind of a common staple in the punk scene. When it started to get really hot this summer, I buzzed it."

Compiled by Stephanie Cheng and Sajjan Sandhu

adding color to their life

Explore Senior Eva Guo's hair evolution, ranging from pink to blue



November 2021

"I wanted to go blue because I thought it'd be cute. It was very bright. It was hard to match with some clothes, though."



March 2022

"I like the gray hair because it was versatile. I could do a lot with it and the color did not clash with my outfits."



June 2022

"There's a misconception that people with dyed hair aren't smart. It's unfair because you can't judge someone based on appearance."

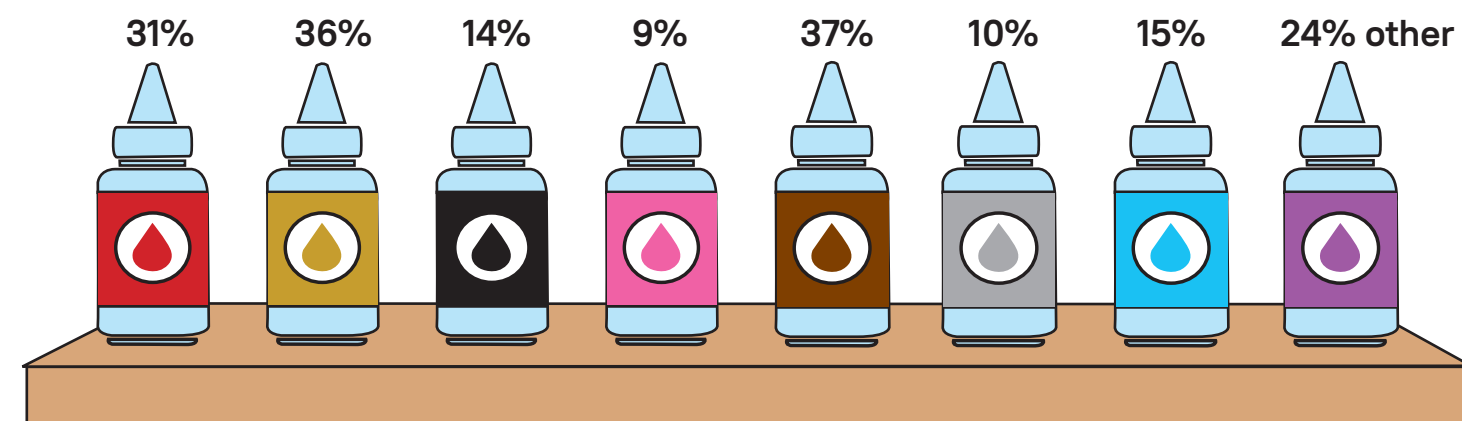


July 2022

Compiled by Emily Cao

creative coloring

Based on a survey of 215 students, 25 percent of students dyed their hair in the past year.



Seven new faculty embrace the Walnut Way

Five staff members begin their first year at Walnut and two staff take a new role.

Karen Alorro
Media Teacher



Alorro has taught at churches, high schools and elementary schools, and altogether has a total of 20 years of teaching under her belt. Alorro has been teaching at Walnut for three and a half years, starting off as a student teacher for Ms. Dutton before she retired, and eventually transitioned to a long term sub for various media classes. This year, she was officially instated as a media teacher.

"Teaching media gives me a lot of avenues where I can actually form personal relationships with them, get to know who they are because video production and graphic design are arts. It allows me to get to know the kids and teach them to know themselves," Alorro said.

Kenny Park
English Teacher



After leaving Walnut in 1996 as a student, Park came back this year as a teacher to teach English 1 and English 3 in his 15th year of teaching.

"In my past jobs, a lot of the students would carry a lot of trauma from outside of the classroom, and a lot of them had received subpar education up to that point. So they were coming in multiple years behind in reading fluency and comprehension. I stayed in education for kids like that, who needed somebody to just care for them and ask them how they're doing. The more I stayed in education, the more I saw that I was actually making a positive impact and helping," Park said.

Brian Drulias
Social Science Teacher



In the past Drulias taught elementary physical education for two years, then World History at Arlington High School for one year. This year he is teaching World History and Human Geography, working closely with Mr. Knox to prepare his subject matter for Human Geography.

"Walnut is awesome, I love it. Since I grew up in Diamond Bar and I went to Diamond Bar High School it feels very much like home and what I'm familiar with. It feels good to get back in the classroom and the kids are great too. I prepare pretty much constantly throughout the week and on the weekends to make sure that my students are getting my best effort. I love what I see in regards to school spirit also, it's awesome to see that in a high school," Drulias said.

Evelyn Torres
Education Specialist



This year marks the first year of Torres' career as a teacher, fulfilling the position of an education specialist. Torres has family that are differently abled and has helped to assist them.

"I chose special education because I have had experience with children who are differently abled and I felt that I had a lot of patience and that I was able to assist with their accommodations and help in more ways than just one. I have gone to college for several years and had to work in classes with children that were differently abled and I had to make sure I had proper curriculum and accommodations for each one of my students. Every student has an individual learning plan: I create a curriculum around each individual student. I've grown into a more patient, kind person and I've learned a lot about accommodating student needs," Torres said.

Charles Tran
Education Specialist



Tran is entering his 10th year of teaching, taking the position of an education specialist. In the past, Tran worked in the Montebello Unified School District for seven years and the Alhambra Unified School District for two years. While teaching in these districts, Tran taught sixth grade math, eighth grade language arts and a computer science class.

"Walnut is great, I love the staff and it's a great atmosphere of feeling included. The motto this year is making everything count so everything we do, we're going to make it meaningful," Tran said.

Morgan Galeener
Grade Level Coordinator



After working as an education specialist for 10 years at Diamond Bar High School (DBHS) Galeener is continuing to counsel students as a GLC at Walnut.

"During my time at DBHS as an ed-specialist you do a lot of counseling. That's the piece that I enjoy the most, the connection with students, supporting students through difficulties and seeing their development, seeing them grow up. I thought it was a really rewarding process to see that I could have a positive impact on students, so I just wanted to do that on a larger scale as a counselor," Galeener said.

Savannah Gutierrez
School Psychologist



As a way to get ready for her fourth school year as a school psychologist, Gutierrez utilizes the summer break to be in a position to help students.

"In order to prepare, I take the summer to rejuvenate and get in the right head space to come into a helping profession," Gutierrez said. "There's a lot of different things that I do here on campus. There's a big mental health and social emotional component such as the students being in crisis or having a hard time throughout the day experiencing social problems, emotional problems within themselves. We're a place of support that students can come and talk and have a safe space for them to feel safe in," Gutierrez said.

Which hobby does each new Mustang enjoy?

Match each letter of M.U.S.T.A.N.G. to the corresponding new staff members' hobbies.

M



"One of the reasons I came to teach at Walnut was to coach the volleyball team. I enjoy seeing the growth of the team and individuals."

U



"I love going to live events, whether it's live sporting events or live music events, concerts, festivals, stuff like that. That's my favorite."

S



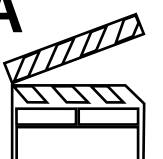
"I love my garden and backyard. We have 13 fruit trees that include grapes, kiwis, passion fruit, dragon fruit, and several chili plants."

T



"Coaching football takes up a lot of my time. My favorite part of coaching is when games are close and each game gets more exciting."

A



"One of my hobbies is watching and critiquing movies with my family. We always talk about video production."

N



"I'm kind of like a big kid really. I really enjoy basketball. Not only playing it though, I love collecting shoes and cards."

G



"I enjoy family activities like camping, travel, or just quiet time at home, are all things that me and my family enjoy doing."

! Time to BeReal. !

The popular app revolutionizes connectivity through social media.

Marissa Alejo
Scene editor

“Be in my BeReal?” I was in the stands watching a football game when the notification came, prompting the entire student section to stand up and start taking pictures. The concept of the app is simple: as soon as a user gets the notification, they take a picture of whatever they’re doing at the moment. The app has a built-in timer, and users are supposed to post a picture within two minutes of getting the notification.

The concept is slightly complicated by those who misuse the app, seeking only to share when an exciting event is happening. This is where most qualms with BeReal originate: people often get upset that others users post late or only share when they are doing something exciting. To me this is more user error than a fault of the app’s design. The developers can’t control whether or not a user posts on time so it is up to

each user to post when they see the notification.

BeReal was created to be unlike other social media apps, providing an unsaturated, unfiltered look into the lives of friends, allowing people to share even the most monotonous parts of their daily lives for the excitement and connection it brings. The app only allows you to see what other people have posted if you have posted something yourself, preventing people from stalking the lives of others without sharing a contribution of their own.

On BeReal friends can react to each other’s BeReals using RealMojis, increasing engagement between users. RealMojis are similar to other apps versions of likes but they allow friends to post pictures in response to a user’s post. This is significantly more authentic than other social media apps because it is more genuine to see a friend’s reaction to a photo rather than just a comment or like.



Photo by Shani Su

Behind the scenes| Advanced Sports Physical Therapy students junior Laila Aguayo, senior Calvin De Jesus and junior Aimee Tamashiro take their BeReals during class. “BeReal is really good because it makes me feel more connected to my friends because no one wants to be fake,” Tamashiro said.

Many users have complained about the servers that BeReal uses to upload photos being slow or often too busy to upload a photo at all. Though I personally have not had this experience, other users have been vocal about

the app buffering when trying to post, leaving many users unable to see what their friends have posted.

As a social media app, BeReal is the most authentic way to connect with friends. The various

functions of the app, though at times not completely sound, create an environment that encourages connection. BeReal goes back to the original purpose of social media and is a refreshing take on virtual connection. Ω

New Disney Plus take on the Hulk falls flat

“She Hulk” follows a pattern of Marvel shows that fail to meet previously high expectations.

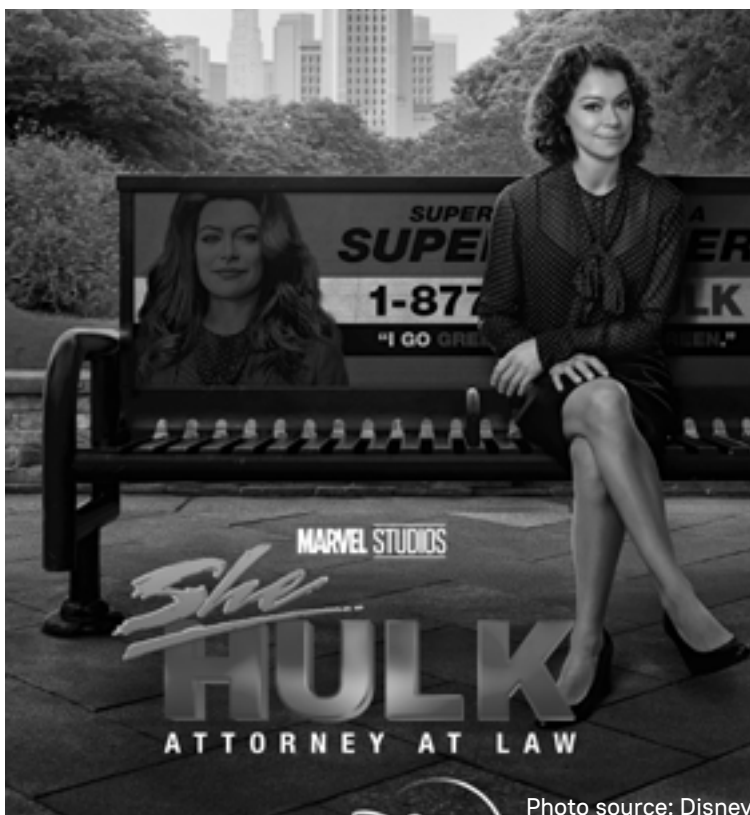


Photo source: Disney

Margaret Lee
Copy and coverage editor-in-chief

With her alternate personalities of an intimidating green Hulk and a fierce lawyer in court, Jennifer Walters (Tatiana Maslany) seems like a formidable figure. Her show, “She-Hulk: Attorney at Law”, however, falls flat of what Marvel Studios promises audiences.

The show begins with Walters at the firm, as she prepares for an upcoming court case. She chats with her best friend, Nikki Ramos (Ginger Gonzaga), before immediately jumping into her backstory. The audience learns that she and her cousin, Bruce Banner (Mark Ruffalo), the original Hulk, landed in a car crash, which led to an accidental blood transfusion. Walters is imbued with gamma radiation and then undergoes her first transformation before she quickly passes out, only to find herself in the middle of nowhere.

Covered in dirt, she enters the

closest place, a “Sportsbar,” where she meets numerous women in the bathroom who scramble to help her patch up. This scene was awfully unrealistic as literal strangers were surrounding Walters in a public bathroom, cleaning her up, giving her a makeover, and then even a new outfit. Although I understand the sentiment of solidarity between women, the nature of the situation made it feel forced, as it seems like Marvel was just trying to appear more socially conscious.

Walters then walks out of the bar only to be approached by three men, to whom she “Hulks” out at before losing consciousness again. She wakes up at Banner’s island getaway where she learns more about how to be a Hulk, as Banner walks her through some basics to adjust. I appreciated this exchange between the two characters as it was nice to see that Walters had the support she needed during her adjustment period.

But she quickly tires of her predicament and eagerly leaves to return to her job, only to be met by a supervillain in court. Urged on by Ramos, Walters transforms to protect the others, adopting the superhero notion without a hitch. She defeats her opponent and then returns to her normal state, sporting a smile to ask the judge if she can resume her closing statement.

This almost immediate adjustment to her new way of life is what made me dislike the plot most. It’s just incredibly far-fetched that Walters felt so comfortable in her new skin, so quickly. Although I watched just the first episode, I wasn’t remotely drawn to the storyline and instead felt bored. “She-Hulk: Attorney at Law” provided Marvel with an opportunity to bring to light an important story for representation of POC women, but its flat jokes and unrealistic plotline makes it a disappointment for audiences. Ω



Fast Food Face off: Battle of the Burgers

Six local fast food chains compete for the title of the best cheeseburger.

Burger King

245 N Citrus St. West
Covina, Calif.



photo source: Burger King

Cheeseburger



The patty of this burger tasted like it had come fresh off the grill, but it was extremely salty. Although the sesame seeds on the bun added texture, it was dry. The salty patty made the burger difficult to eat. It lacked vegetables such as lettuce or tomato to balance out the grease of the meat and cheese.

McDonald's

528 Grand Ave.
Walnut, Calif.



photo source: McDonald's

Cheeseburger



This burger felt underwhelming. The cheese tasted artificial and didn't add anything to the flavor of the burger. Once again, there weren't any vegetables to cut through the heaviness of the meat and cheese. The diced onions were added a good flavor to the burger but sacrificed the texture.

Jack in the Box

1245 North Grand Ave.
Walnut, Calif.



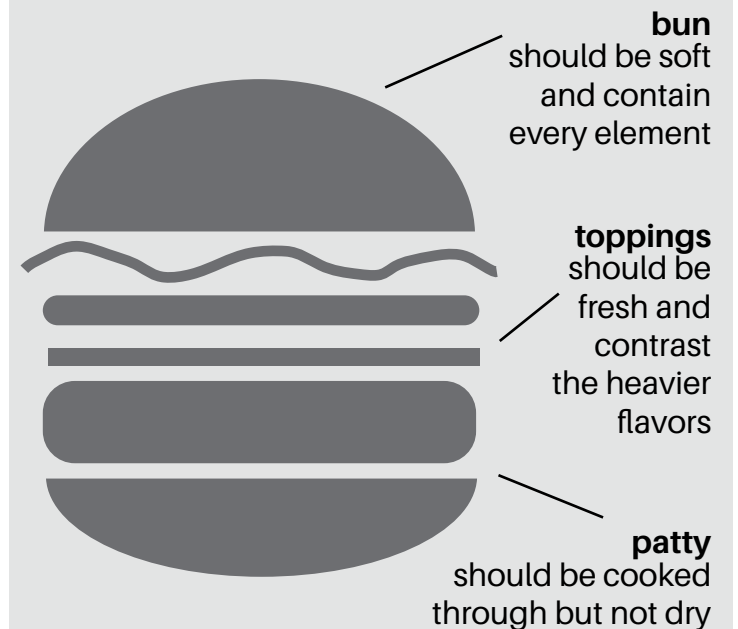
photo source: Jack in the Box

Jr. Jumbo Jack Cheeseburger



The patty was cooked well but had an aftertaste, almost as if something else on the grill had been burned. The toppings of this burger helped to camouflage this taste and ultimately were my favorite part of the burger though the amount of lettuce felt slightly unnecessary.

What makes a good burger?



Timeless fast food pairs



The Classic Milkshake

Since the 1950s, the milkshake has been an iconic part of the American diner experience. I recommend the Wendy's chocolate frosty.

photo source: preppy

French Fries

Another perfect pair to go with a burger is french fries. Hot McDonald's french fries are my personal favorite but The Habit french fries are a close second.

photo source: munch



Wendy's

2300 South Azusa Ave.
West Covina, Calif.



photo source: Wendy's

Jr. Cheeseburger Deluxe



Every element of this burger tasted fresh. The bun was slightly sweeter than the others I tried but it was a welcome contrast to the saltiness of the patty. Wendy's boasts the fact that their patty's are square but for me it made no difference to the flavor. The rings of raw onion were slightly overpowering.

The Habit

257 South Diamond Bar Blvd.
Diamond Bar, Calif.



photo source: The Habit

Original Charburger



The Habit's classic charburger opts for a sesame seed bun to top off the burger. The grilled onions on this burger added an element of sweetness that was extremely flavorful. The patty was grilled and seasoned well. The lettuce was shredded which I felt was an odd choice and made the burger a little difficult to eat.

In-N-Out

21620 Valley Blvd.
City of Industry, Calif.



photo source: In-N-Out

Cheeseburger



This burger is a classic American cheeseburger. The toppings perfectly compliment the patty and cheese without overpowering the essential flavors of the cheeseburger. The patty was juicy but cooked fully though and the sauce added a creaminess that many of the other burgers lacked.

Instrumental ensembles adopt new leadership system

Orchestra, band and jazz band create the Instrumental Music Council (IMC) to strengthen the link between ensembles and make daily functions run more smoothly.

Cathy Li
Copy editor-in-chief and Opinion editor

The Instrumental Music Council (IMC) was established in the beginning of the 2022-2023 school year to allow for more representation of student opinion in the directors' decision-making process.

The duties of IMC members include helping with concerts, planning fundraisers and serving as student leaders in the music program. Before this structure, the only leadership positions available were in the marching band during marching season.

"I think it's really important for the students to feel like they're part of making changes within the program," band director Katelyn Takahashi said. "[IMC] is important for other students to see that their peers are the ones that want to see them be lifted up."

IMC is overseen by a

president as well as vice presidents representing orchestra, band and jazz band, though members are not defined by their respective titles.

“

I hope to share the ideas of students and make the music program an enjoyable experience.

”

"We sit in a circle for our meetings because I want the [students] to be able to see and talk to everyone, not just face me and talk to me," Takahashi said. "IMC is about more discussion among the group versus just me or the president talking the whole time."

IMC is currently coordinating a movie game night, in which the members plan to have board games available and show "The Princess and the Frog" as their first bonding event of the

year. They have also planned multiple fundraisers including at Panda Express, Polar Puff Homemade Ice Cream and the recent Mustang Corral Summer Fest.

"They [were] a great way for the whole IMC team to bond and get close to each other," president senior Lance Vinculado said. "Planning them helped us communicate well and bounce ideas off of each other [while] still feeling respected."

In fact, these fundraisers have been the source of many favorite memories for IMC advisers and students.

"The Mustang Corral event was really fun because we were all making shaved ice and getting sticky. It was chaotic but in a fun way," Takahashi said. "All the students were really eager to help, so that was a great experience."

In the future, IMC plans on organizing more extracurricular events for the



Photo by Stephanie Cheng

Hear me out | IMC President senior Lance Vinculado (left) listens to his peers' opinions on matters such as fundraisers and bondings. "The directors wanted to create more leadership opportunities for students throughout the school year. Being open to each other's ideas and having the willingness to set aside our differences to work with one another will [ensure a smooth year]."

music program under student leadership.

"With this being IMC's first official year, I [want] to set a standard in terms of what can be achieved by this group,"

Vinculado said. "[IMC] will get people more excited to be part of the music program. I am excited for the many fun plans and ideas that we are hoping to execute this year." Ω

Q&A: Student leaders provide perspective

Musicians in arts organizations explain the importance of having peer leaders.



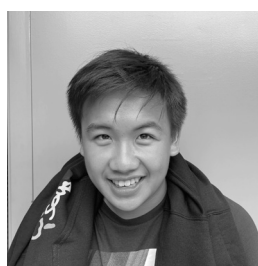
Charlotte Chang, 9
Orchestra

"With a student based leadership, [the council] is able to actually experience what other students experience. This allows an opinion to be conveyed much more effectively and our voices will be heard. It is a much more comfortable environment to express your opinions when the leaders can relate to your issues."



Caren Magdaleno, 11
Jazz Band

"A lot of people are not in the same ensembles and we need to collaborate, so it is important to have a music council with representatives from each ensemble to make sure that everybody is working together. It's good to have another student because they know how to support one of their fellow peers."



Dylan Thai, 10
Marching Band

"[A leadership system] helps keep the band more organized and allows for more change, since having someone who is a student allows them to be able to know what the band needs and wants from a different perspective. I think band will run more smoothly now since we have this system."



Maxwell Eibert, 12
Wind Ensemble

"Students need to have a voice and knowledge of what is going on with band and orchestra, especially for concerts. Having all these student leaders allows multiple duties to be split up, which means we can get more stuff done. This new council definitely provides students a good leadership experience."

Behind the scenes: arts prepare to showcase

As performing art programs prepare for upcoming performances, extensive rehearsals take place several weeks prior.

Compiled by Scott Chen, Margaret Lee
Photos by Stephanie Cheng



Drama: Fall Play

Oct. 20-22



(left to right) Cynthia Santana, 11
Sawyer Candelaria-Muniz, 12

Solving a case | The fall play, "Clue," presented by Drama, is a murder mystery in which six people encounter multiple murders throughout a mansion and attempt to reveal the suspect.

"This play will be fun because of how cool the characters are and I definitely need to work on my French accent to play my role well," Drama cast member sophomore Savannah Castaneda said.



Jazz Band: Jazz BBQ

Oct. 21



(left to right) Cole Ujita, 11
Jack Chen, 11

A smoking performance | Jazz Band will be holding their annual Jazz BBQ this year on Friday, Oct. 21. Although they have yet to finalize their performance pieces, they intend on creating an old-time swing vibe.

"I think it's more exciting when you see more people in the audience. To see how many people are interested in the Jazz Barbecue makes me excited," Drum Major senior Anthony Chae said.



Orchestra: Autumn Serenade

Nov. 10



(left to right) Jayaraman Donath, 12
Dory Kawachi, 11

Tuning together | Orchestra will host their annual Autumn Serenade with a variety of pieces such as a prelude from "Carmen." A guest conductor from California Baptist University, Dr. Moon, will conduct "The Blue Danube."

"We started getting really serious about rehearsing and I am excited a lot of people are interested in doing solos and being involved," Orchestra vice president senior Jayaraman Donath said.



Dance: Winter Wishes

Nov. 17-18



(left to right) Wendy Zhang, 11
Cayleigh Lin, 11

Twirling their way in | For its first performance of the year, Dance Team, Advanced Dance and Dance 2 will perform at the annual Winter Wishes concert. Dance Team will perform its six competition routines and the Dance classes will perform self-choreographed routines.

"[This performance] is definitely a bittersweet moment because it's [my] senior year. At the end of the day, I know I'm going to be proud of how we perform," Dance Team captain senior Alyssa Lopez said.

Crowds, do they help players or not?

Fans are a huge part of high school sports games as they benefit the players performance wise and mentally



Photo by: Xiomara Lopez

Powder bombs | Mustang football fans throw blue powder into the air to show their support for the team. "Doing special things to boost morale brings a special energy for us, the crowd, and the football players. We want to support our team however we can whether that's making posters or tossing blue powder into the air," sophomore Cecily Li said.

Remy Wong
Manager

Surrounded by laughter, emotion, and blue powder I was inspired by the uplifting spirit football games have. Being an athlete myself, I began to think about the players' perspective, and how compelling it must be for the crowd to react in such a positive way. Talking among my fellow athletes, I confirmed that support and positivity increases player performance and that we,

as a student body, should support each other by attending more sports games.

"[The crowd] really makes you feel good," running back and middle linebacker sophomore Brian Paez said. "All these people come out here to support us and it keeps you going when you're tired."

Not only can the players feel the emotion of the crowd when they cheer, but they feel a physical presence with such a large body of supporters. Crowd

engagement is a priority to teams, especially to football, because the school spirit is what gives the players motivation to work past the pressure of the game.

"Athletes go through a lot of stress, especially on the field mentally and physically, and showing that you are supporting them no matter what is reassurance," Paez said. "It really does mean a lot and it brings the high school more together."

However, other sports don't seem to receive the same crowd

attendance. All of the games except football this season have no attendance fee, which includes boys water polo, girls tennis, volleyball, girls golf, and boys and girls cross country. Yet, many of these sports are less popularly attended.

Particularly for tennis, most spectators are parents even though the games are open to all students afterschool. A huge reason why, in my experience watching tennis games, is the weather and spectator conditions. Without as many bleachers as other places on campus and games usually being in the afternoon, it often gets too hot for most to stay the entirety of the game.

Taking the effort to improve this setting will help to gain more crowd interaction and comfortability – sparking more positivity towards the players and increasing school spirit with the option of watching a tennis game.

"Some people like spectators to go cheer them on because then they feel like they have a responsibility to do well and put on a good show for the audience," doubles one player senior Melody Lin said. "Tennis is a mind game at times so the better the morale you have going into the game, the better your performance is going to be."

Many people may not

understand how water polo, volleyball, tennis, golf, or cross country work, and therefore are not sure of how enjoyable the game is. However, what better place is there to learn how they work than the actual game? Putting in a little more effort to be present at games will not only show equal appreciation for our sports teams, but also contribute to a social environment.

"I know what it's like to play a sport where not a lot of people show up," water polo set point junior Andres Sanchez said. "[Water polo] is a fun sport to watch, it's a really physical sport. If [the crowd is] cheering us on, it's going to make us better. I feel like it will help us."

Being part of the crowd is also being part of our school community. Siblings, parents, and friends alike can be brought together by being more open-minded about all of the exciting sports that take place here on campus.

"Support is very important, it's the backbone. Fans coming in to support friends and what they like to do, it mentally helps them." Volleyball coach Charles Tran said. "When sports succeed, the school succeeds and it helps build the community."

Q&A: Athletes give their thoughts on spectators

Compiled by Brandon Du, Daniel Lee, Hailey Siu



Talmage Cobb, 12
Water Polo

"Having a crowd while we're playing helps us play better and it helps keep our heads high. We don't want to look down and defeated when our home crowd is watching so it inspires us to push forward. Although our crowd is full of our friends and parents, having a massive crowd to cheer you on like at football games would be nice."



Emily Tzou, 12
Volleyball

"I think it's entertaining to [see crowds] at our home games, watching them shout and scream, it's fun to watch. You feel as if you're not alone and you feel supported. Crowds definitely make the game more intense since you're playing for more than you and your team but I like the intensity that crowds bring to games."



Kasandra Uy, 11
Tennis

"Tennis is a sport where it's better not to have a crowd because it would interrupt your train of thought and concentration. Although at some games that I can remember, having a crowd to cheer you on after every point would've been nice. Boosting the morale of the team would be beneficial."



Michael Vatkin, 12
Football

"Whenever I see a crowd I get nervous but then I remember that they're here to cheer [the football team] on so my nerves shrink a little bit after that. Having a big crowd will always give me butterflies in my stomach but when the game starts, my head is only focused on the game."

Varsity football defeats Ocean View

After winning their Homecoming game, the Mustangs overall record now stands at 5-1.

Margaret Lee

Copy & coverage editor-in-chief

Varsity football defeated Ocean View High School 30-0 in the homecoming game Friday, Sept. 16.

During the first quarter, wide receiver senior Dorian Hall scored a touchdown which was followed by a point after touchdown (PAT) by kicker senior Michael Vatkin. In the second quarter, Ocean View increased their defense but Hall was able to push through once again and score another touchdown for the Mustangs. Vatkin scored another PAT making the score 14-0 at halftime.

“Once we took a comfortable lead in the first half, we knew we were going to win but we still knew that we couldn’t let our guard down,” offensive lineman senior Christian Cordova said.

Ocean View tried to pressure Walnut with defense again in the third quarter but to no avail. (whoever number 11 is) was able



Rushing with adrenaline | Senior wide receiver Dorian Hall runs with the ball looking to score his second touchdown of the game. “We were leading but we knew we couldn’t start getting lazy,” Hall said. “If we start getting lazy they’ll have some hope for a comeback.”

to score a touchdown and Vatkin followed through with another PAT. During the last two minutes of the third quarter, Hall was able to score yet another touchdown to make the score 27-0.

“Scoring 3 touchdowns in my last homecoming game is going to be very memorable,” Hall said. “We felt good going

into the game and we felt even better coming out of it winning thirty to nothing.”








The Mustangs solidified their win in the fourth quarter as Vatkin was able to score a field goal, rounding out the score to 30-0.

“Tonight, everyone did their job well and overall, everyone played really well. I couldn’t

have asked for a better final homecoming game for my highschool career,” Hall said.

The team continues to practice rigorously for 3.5 hours each day, Monday through Saturday, in preparation for their upcoming away game against Montclair High School on Friday, Sept. 23.

Scoreboard as of 9/23:

Boys Football	
	Overall: 5-1 League: 0-0
Girls Volleyball	
	Overall: 9-3 League: 4-1
Girls Golf	
	Overall: 11-0 League: 4-0
Girls Tennis	
	Overall: 6-3 League: 2-0
Boys Water Polo	
	Overall: 7-5 League: 1-0
Boys Cross Country	
	Josh Razo 3 mile 14:33
Girls Cross Country	
	TBD after 10/1

Girls Volleyball emerges victorious against Rowland

Mustangs win at home on Sept. 14 in a league game making their current league record 4-1.



Looking for the kill | Outside hitter sophomore Caylin Cabellero jumps up to spike the ball. “When I spike or serve, I always like to think about what I can do next that will benefit my team the most,” Cabellero said. “This was a very important point for us so it was crucial that I won the point right there.”

Stephanie Cheng

Photo manager

Varsity volleyball defeated Rowland 3-0 in a home game Wednesday, Sept. 14, making their league score 4-1.

Walnut began their first set with a point after an attempted attack from Rowland went out of bounds. Although the Mustangs held the lead at the beginning, Rowland quickly started to catch up shortly after, making the score a close 23-22. However, a failed serve from Rowland led Walnut to their first win with the score being 25-22.

“The first set was a little rocky for all of us. I thought I didn’t play too well or to the best of my abilities,” outside

hitter senior Ashley Li said. “Even though we won the set, it felt like we lost. It was too close.”

During the second set, Walnut started and led with two points. Throughout the game, the Mustangs continued to extend their lead with Rowland unable to match their score. The set was won after Li made several consistent spikes, ending with a score of 25-10.

“Our second we had a much cleaner game. The first set we were making a lot of mistakes which was why I think the other team was able to make so many points,” Li said. “But for the second set, we made less mistakes and didn’t let [Rowland] go on as many runs. I think that was why we were

able to keep their score lower.”

The third set began with Rowland serving. They continued to lead for the first half of the game until Walnut caught up after continuous and successful spikes from right side sophomore Isabel Valle and Li. Rowland also made some attack errors, bringing the score to a tie of 13-13. Both teams continued to carry a close score until outside hitter sophomore Caylin Caballero won the final point with a score of 25-21.

“It was a little nerve-racking when [Rowland] was in the lead but it’s easy to come back with a team,” libero senior Angelina Rodriguez said. “It’s amazing supporting each other and fighting together.”