

L O S A N G E L E S

Leadership Academy



The Voice



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Pennies for Patients!

Patience! The Pennies are Coming Pennies for Patients Kicks Off @ HS

BY ANTHONY VIDALS
Staff Writers

Pennies for Patients is a campaign where millions of dollars are raised and collected in pennies and other spare change with the help of over 10 million elementary, middle, and high school students throughout the United States. The money, collected during a period of three weeks, helps the Leukemia society. Leukemia is the most common cancer within children and young adults. In the Pennies for Patients campaign, the class that collects the most change receives a pizza party.

Los Angeles Leadership Academy has been a part of the Pennies for Patients campaign for three years and is starting its fourth consecutive year. Phyllis Rosen's advisory is in charge of the Pennies for Patients event this year. The campaign began February second and ends February .

L.A. Leadership raised more than \$500 in previous years, and wishes that every year the amount raised be somewhere between \$500-\$600 dollars. As a school, we have made this event not only become a charity campaign but also a friendly competition

between advisories. Two years ago, other advisories sabotaged another advisory's campaign box with nickels, dimes and quarters in order to deduct that advisory's points. In the end, helping out the Leukemia Society is what matters.

U.S. History and Government teacher Phyllis Rosen took over the responsibility of our schools Pennies for Patients campaign for a reason. "I really like competitions between advisories and so one year my advisory came very close to winning and that kind of got me into it." Many students believe in the saying "you have to give to get", although some give without wanting anything back. Phyllis thinks that when students get involved it makes the students think what a gift good health is. A lot of times we focus on the things we're missing or lacking rather than what we have.

Students really look forward to this event to continue the competition on who will collect the most pennies and on which advisory will get the quarters of doom sabotage. Pennies for Patients build character, teaches compassion and impacts your school community in a fun and meaningful way.

Security Cameras on the mend?

BY CESAR ATRIAN
Staff Writer

Surveillance still has not arrived to Los Angeles Leadership Academy High School's campus. The delay is due to a lack of options. The high school's administration needs three quotes to see which price and quality of work would be best. During the winter break L.A. Leadership was supposed to have the update done, but a third quote was missing. The administration waited for a third quote that never arrived said Cynthia Cuprill, the principle of the high school. The same group that installed the Public Announcement system during the break is expected to install the cameras as well.

Even though the current cameras work they are not much help because of the bad monitor quality and wide blind spots. Due to a high number of big disturbances of false fire alarms and vandalism, the cameras will need to be installed before more money is used to pay off the false fire alarm tickets and paint jobs. The graffiti problems will be solved this semester claimed Assistant Principle Craig Zimmerman. The new installation of cameras is hoped to scare the vandals and jokers according to Mr. Zimmerman. It's preferable for vandals to give up before getting caught red handed and made to go through a mess; for vandals to take notice that big brother is watching their moves. The new cameras are expected to have an eye on places the staff doesn't have, as well as a high definition view of the school says Mr. Zimmerman. "I haven't seen the broadcast for [the monitors] yet but they are supposed to be high definition so that we can see children's faces when they do bad things."

An estimated 21 cameras are expected for the high school campus. Mrs. Cuprill says donation money the school has received with no specific request will be used with some of the school funds she has. The cost isn't exact but the expected cost will be \$5000 to \$7000 dollars.

Given to Ms. Cuprill and Mr. Zimmerman an eagle eye from their monitors in their office means a hope for less graffiti. The cameras will also solve the fire alarm problem this semester, as some of the cameras will have a view of the alarm levers. This makes L.A. Leadership a clean and respected campus for future and current students, and also the faculty. This semester's change is expected to make a drastic change on the culture of the school.

New Law for CA drivers and Undocumented Immigrants

BY ESTEFHANY HERNANDEZ AND KARLA MARQUEZ
Staff Writers

Undocumented immigrants in California are seeing promising moves made by Governor Jerry Brown. Immigrants had the privilege to obtain drivers licenses until 1994. A strong community of immigrants has been putting up a fight to regain their licenses ever since. They have now regained the opportunity to apply for a California driver's license.

Brown signed Assembly Bill 60 into law back in 2013. AB60 began to be reinforced January 2nd of 2015, allowing undocumented residents to go and apply at a Department of Motor Vehicles (DMV) for their license. The time gap between the signing of the law and the date it took effect was long because the DMV needed to adjust their systems to detect the difference between the original licenses and those that would be provided for the undocumented residents. DMV also had to figure out which documents they would require for this process. A third problem was that they realized they would need many more workers to be able to deal with this big change. They took that time to train the number of workers to make the process less stressful for both workers at DMVs and the undocumented residents that benefitted from this new law.

Since DMVs began accepting applicants to come in and apply many immigrants have obtained their licenses. Along with that many of them have lost the fear that at any moment they can get pulled over for the slightest mistake they make. Now they can freely drive without having to worry as much. When asked if she would take the opportunity to apply, junior parent Carmen Marquez said, "Yes, because I feel it would give me an opportunity to drive around and feel safe."



Getting the driver license!

Yet there seems to be a possibility of problems in the long run. When asked if she the AB60 law was positive or negative for the immigrant community, junior parent, Veronica Hernandez said, "Even if it's a great law for the undocumented community a lot of people are insecure because the DMV might give out information to the authorities if requested."

There are still requirements and tests that need to be taken. One must pay the application fee to begin. You have to show proof that your car has insurance and registration, as well as proof that you are currently a California resident. A writing test is accompanied by a behind-the-wheel exam. One must give their thumbprint and get their picture taken for the license.

Besides lawyers, there are many no-profit organizations, which offer the help to communities in need of information and consultations about

the AB 60 law. The 'Hermandad Mexicana Nacional' is one of those non-profit organizations, which helps local Los Angeles undocumented residents. When asked if he trusted the law in the long run, immigration consultant Manuel Nunez responded, "I do, California has always been one of the states that's always pioneering ideas in politics. I do see California going through; I don't see it losing support, on the contrary people will start realizing how much good is going to come from this."

Many immigrants have never thought of the idea that this would actually happen, so they're studying their Driver Handbooks to be able to pass these test the first time. There have been people that didn't pass the requirements the first time, so they return to take a chance of this opportunity.

Inside This Issue...

MS Student Career Interview
Page 2

Seniors File FAFSA
Page 3

Las Patronas
Page 4



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Students, faculty and community members with strong opinions are highly encouraged to write a guest commentary or a letter to the editor, which may be published.

Send letters to the editor:
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Viewpoint

Middle School Students Find Skills in the Workplace

BY AIDEE AGUILAR, JONATHAN FAVELA AND CLAUDIO RODRIGUEZ
Special to the Voice

On December 12, 2014, Mrs. James, Los Angeles Leadership Academy's seventh grade English teacher, took seventh graders Aidee Aguilar, Jonathan Favela, and Claudio Rodriguez, to interview a Starbucks manager, Chris Carillo. The manager invited the students to taste different types of pastries and drinks. The students also named a drink. Mr. Carillo was very polite and hospitable. The purpose of their fieldtrip was to educate the students as to what skills are required to work at a place like Starbucks, the largest coffeehouse company in the world. The students led the interview, and these were their findings:

Aidee: What are some challenges of working at a place like Starbucks?

Mr. Carillo: There are many challenges working at Starbucks. For example, one challenge is learning all of the recipes. There are over 80 drinks and over 180,000 possible combinations. Additionally, working as a team is important. The team needs to cooperate to work fast, work together, and work efficiently. Customers want their orders to be ready in 30-50 seconds, and our job is to meet that expectation for them to want to return.

Aidee: How can I prepare for the work force?

Mr. Carillo: You need to always practice reading and writing because believe it or not, this is very important. For example, when you are taking an order and you have to write the customer's name and coffee codes on the cup, it needs to be legible. If your coworkers cannot understand your writing, the whole system will slow down and drinks will not come out quickly. Also, listening is an essential skill. You need to listen to your customers and to your team. If you do not listen and ask people to repeat themselves over and over, people get frustrated and annoyed.

Aidee: Really? So, my teacher is right, I will need reading and writing to succeed! What kind of attitude do you need to work at a place like Starbucks?

Mr. Carillo: You need to be friendly, calm, and very patient. Patience is one of the most important qualities because customers can be a challenge. If you are not patient, customers will not



Jonathan Favela, Claudio Rodriguez, and Aidee Aguilar with Chris Carillo

return.

Claudio: When you are hiring someone, what qualities do you look for?

Mr. Carillo: First of all, I make sure that they have good communication skills. Eye contact is also very important. Finally, the way that they carry themselves during the interview helps me make the decision.

Claudio: What are some employee expectations here at Starbucks?

Mr. Carillo: It is very important to always be well groomed. Another expectation is to come to work everyday and come to work on time. Finally, you need to be friendly towards everyone because that adds to a positive environment

overall.

Claudio: What kind of skills do I need to work at a place like Starbucks?

Mr. Carillo: Well, as I kind of mentioned already, it is very important to be able to listen. That is something you could practice now in school and at home. It doesn't look good when a customer gives you their order and you respond, "Huh?"

Jonathan: What is the number one reason that employees get fired?

Mr. Carillo: The number one reason that employees get fired is absences. People get into the bad habit of missing work and if our team cannot depend on you, then, you cannot work here. When you are absent, the whole team suffers because we all have to pick up some slack. Also, coming to work late is another reason why employees get written up. I would say that being here everyday and on time is important for any job. So if you are in the bad habit of missing school or being late, change that now so that in the future, doing it for a job will be easy.

Have an opinion?

Write for The Voice

Submit your opinions to the editors at

thevoice@laleadership.org

Who Am I?

I was born December 22.
I visited Costa Rica!
My favorite drink is Green Tea.
My favorite food is Cheeseburgers.
My surrent favorite show is Bob's Burgers.
I played basketball in high school.
I like Hiking, Painting, and Traveling (when possible)
My undergrad major was Liberal Studies and Sociology
My motto is "Every day may not be good, but there is something good in e



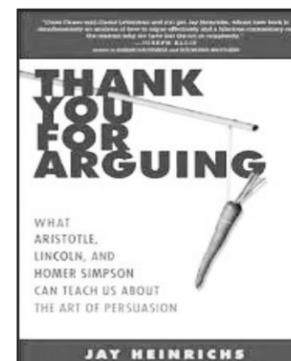
The Voice Ch-Ch-Ch Challenge

February's Challenge

The first student to answer the clue will receive:
Special Prize + a copy of *Thank You for Arguing* by Jay Heinrichs

Clue: Who Am I?

The first student to tell the Journalism teacher the answer will receive the prizes





News & Features

Nothing Common About Sense

BY **ROBBY VASQUEZ**
Staff Writer

Common sense is important to many people, it's the basics of how to live and survive. A few examples of when you use it are learning how to cook, eat, read, write, speak, hear, smell, see, and breathe. There are those for hazards: don't put forks in the microwave, don't drink alcohol with medication, don't drink and drive, don't run across a street with cars driving by. Examples like these are memorized to help be aware. The question is, what if there was a person who had no common sense and was living through life like other people: eating, sleeping, walking, learning? Common sense gives a person the advantage from living as child to growing up as an adult and repeat the process when he or she has a child to teach. When a person is a child he or she goes to school at a young age for preparation on the basics for growing up. When a child goes to school he or she will learn how to: read, write, compare, contrast, type, perform, count, experiment, list,

memorize, paint, draw, socialize and other following examples. (Too many things to list) By the time the child has passed those and is in college, he or she will need to work for money to pay their expenses and keep track on classes and social life. When a person does not have common sense that's very difficult for the individual to live in. Dr. Irit Bernstein, a specialist in clinical psychology, said "Common sense is needed to guide you through life." (Did he say anything else?) Just like what was mentioned on a person with common sense imagine the person did not have any of those skills. It would be hard to count money to pay for needs, it would be hard to work for money while he or she can't socialize or speak correctly to employees or coworkers. It would be difficult to run a house or apartment by his or herself. If a person were to live without common sense he or she will have to depend on a person

who does and provide until the person knows common sense.

The best way to help a person who lacks common sense is to teach him or her until they understand. (How do you know this?) This can take an unusual amount of time especially if the person is grown up yet has no idea how to eat or speak. Doctors can help by giving medication to keep the students in school. Repeating these over and over will help the person by memorizing common sense more adequately in the process. As soon as the person understands it is possible to still continue on working with social and emotional life depending how far behind they are. It will then get to a point that the person will not need someone else's supervision or guidance, he or she will have what it takes to overcome life.

Wealthy get tax break for funding Cal Grants

By: **Marc Lifsher**, *Courtesy of Los Angeles Times*

Wealthy individuals and corporations have an opportunity to do good this year — while they do well, thanks to a new and little-known tax break.

Two laws by Senate President Pro Tem Kevin de León provide College Access Tax Credits for contributions to the popular Cal Grants program that helps low-income students.

These new tax credits are reserved for contributions to so-called Cal Grant B awards that help pay for books, housing and transportation while students attend community colleges or four-year schools.

Contributors in turn can use the credits to reduce their state and federal income tax bills. This year the tax credit is for 55% of the total dona-

tion and can be used on 2015 returns. The credit is for 50% for 2016 liabilities. People who made contributions in 2014 can claim a 60% credit.

The California contributions also are eligible to be claimed as itemized deductions on federal tax returns, the Internal Revenue Service said.

"The California dream requires a highly skilled workforce and a healthy middle class," De León (D-Los Angeles) wrote last month in a letter to the Golden State's 100 wealthiest individuals and 100 wealthiest corporations.

De León's bills won final passage in late August with only one dissenting vote cast in both the state Senate and Assembly. Gov. Jerry Brown signed them into law a month later, giving the state treasurer little time to get the word out for

the 2014 tax-filing season.

Contributions, so far, have been modest, at just over \$6.3 million. But De León is counting on a network of tax experts to advise clients with large, looming tax bills to make gifts and save money, spokeswoman Claire Conlon said.

State officials predict that there will be plenty of future demand for the tax credits. "We expect the tax credit to do well next year," said Drew Mendelson, a spokesman for the state treasurer's office, which administers the program. "Even with the short time they were available this year, we saw a great deal of interest in them."

University Spotlight

University of California, Santa Cruz



BY **KEVIN FERMAN**
Staff Writer

Nestled inside the redwood forests and meadows of the northern central coastal town of Santa Cruz is the University of California, Santa Cruz (UCSC). UCSC is rated highly by U.S News and Report as a top school for research in environmental studies, physics, and international economics. It was also recognized to be one of few schools to have a unique mascot, the banana slug. Though only 3 percent of the student body is in a fraternity or sorority, UC Santa Cruz offers more than 100 student clubs and organizations for students to join. With the beach town of Santa Cruz not too far, students can enjoy time at the Santa Cruz Beach Boardwalk with activities ranging from the rides to sailing and kayaking. The campus also offers more than 25 miles of hiking and jogging trails for students to enjoy.

Class of 2014 Alumnus Natalie Hernandez is in her freshman year at UC Santa Cruz. She gave her viewpoint on life at UCSC. She started by stating, "I love UC Santa Cruz so far. It's a completely different world up here. Surrounded by nature, deer, and scary animals, but it's all

worth an experience!" She stated that UCSC was a "why not" decision since she saw herself wanting to attend a school that far enough from home where she doesn't always have to come home on the weekends but far enough to come home during the holidays. Her decision for UCSC was also based on the fact that she wanted to go somewhere she had never been to, and somewhere where she could explore and learn from new experiences and differences.

In terms of UC Santa Cruz services, UCSC offers MSI (Modified Supplemental Instruction), which can be referred to as extra tutoring on subjects that students have trouble in. In addition, along with office hours, the school's RAs (Resident Advisors) are always willing to help with any problem and become your "go to" person. When asked what was her hardest transition into college, Natalie responded with, "Coping with being so far away from home was not easy for me at all. I would nearly cry everyday because I missed my family. Then there was a point when I told myself "enough is enough", so I went out

and met people." Eventually Natalie met friends that helped her cope with her homesickness and became her support. Now into her winter quarter she has return to UC Santa Cruz with a job that keeps her busy most of the time. Financially, her need was covered with only a small amount needed to be paid back after her graduation. She advised those that are college bound though, to not rely entirely on financial aid and to save up money because it will get expensive.

Since UC Santa Cruz is part of the 9 University of California (UC's) system it follows most of the requirements that of the other campuses to admit students. Aside from looking into a student's grades and test scores, UC Santa Cruz takes on the holistic approach, meaning they look at each applicant as a whole and really take in their personal statement into consideration. What UC Santa Cruz looks into a student that has showed academic achievement despite any challenges put on them and can bring that same achievement to the campus.

FAFSA Filing



BY **KEVIN FERMAN**
Staff Writer

As a second semester of the school year started, so has the new stage for Los Angeles Leadership Academy seniors. With seniors already receiving college acceptances, they must now find a way to afford the college of their choosing. The major form in which students apply for financial aid is through the FAFSA (Free Application for Federal Student Aid). FAFSA is a form used by the government to determine how much a student can receive in financial aid based on their family income and decide how much is expected of them to pay towards college. Forms of financial aid that a student can receive are grants, work-study, and loans. Grants are money given to a student that does not have to be paid back. Work-study refers to being given the option to work to pay for the student's expenses. Loans are money given to the student to pay for his or hers college expenses and must start to be paid back six months after the student graduates. The amount of money given to the student and the type of help that will be given to the student would depend on many factors for that individual student including their grades and financial need.

Here at Los Angeles Leadership Academy High School it has become tradition for our after-school program, the Youth Policy Institute (YPI), to take on the step for applying for financial aid in an annual event called "Cash for College". Usually held on a Saturday, seniors come in on this day with their parents to begin the application process. On January 31, with the help of site coordinator Henry Mendez and lead tutor Helen Aldana, along with their staff, students and their parents fill out the application in an organized workshop. In an interview with Mr. Mendez he spoke about how he felt the workshop turned out, "This year the financial aid workshop went good but could've been better. About 28 of the 43 seniors showed up which I wished all of them could've come in. I think that having "Cash for College" here at the school is a great thing simply because it assists the students and teaches them that they will be doing this process for four years so just having it here will open their eyes and will allow them to see that this is important." He finished by stating that "Cash for College" gave them the tools necessary to succeed in the future as well when it comes to obtaining the cash they need to go to school.

Once the FAFSA has been processed and sent to the colleges listed on the application, universities will begin offering financial aid packages to students, offering different options that best suit the student's financial need.

Fast Facts

Students: 16,543
Male: 46%
Female: 52%
Unknown: 2%
Race:
White: 36.8%, Hispanic: 29.5%, Asian: 25.2%, African American: 3.7%, Unknown: 2.1%, American Indian: 1.1%
Admissions and Cost:
Acceptance Rate: 57%
Average GPA: 3.82
Average SAT: 1840 Composite
Average ACT: 26 Composite
Tuition: \$13,397
Room & Board (Dorm/Meal Plan): \$14,408
Total Cost: \$33,153
Percent of Students receiving Financial Aid: 80%



La Historia de Las Patronas

BY IRANI MENDEZ
Copy Editor

“Un taco puede salvar una vida.” In other words one taco can save a life. Norma Romero, a founder of Las Patronas, said these words in a speech she presented in the presence of the President of Mexico, Enrique Peña Nieto.

This belief was the key note of her aforementioned speech. Las Patronas’ main work is farming but the prices of the products has fallen. In Latin America there are many struggles, jobs being one, and many young people are leaving their countries because of it. They go dreaming the American Dream.

As soon as they leave their homes, the dream becomes a nightmare according to Norma. They struggle to get to Mexico to finally try to enter the United States. Unfortunately, that not everyone ends up making it.

“Is not because they want to leave it’s for necessity. In their own countries there aren’t many resources. There are no scholarships to continue school, no sports to entertain the kids and no jobs, there is violence.” The main point she wanted to get through is that the imbalance between good and bad is going to cause a catastrophe. The president and government can make the biggest difference.

As a group, Las Patronas’ goal is to fight injustice and poverty, no matter the cost. Norma explained that her intentions was to help immigrants, or as she considers them, brothers. She began by providing food and water. Now she also helps those who are injured throughout their journey. People fall off the train, they get scratched, violated, and/or thrown out of the train because they don’t pay the amount of money needed to continue on the train. Norma says, “It’s sad many have the hope to keep on going.”

It began with the Norma sisters waiting to cross the railroads to get home with their breakfast. While they waited for the train to pass a group of people in the train said, “Madre tenemos hambre” (Mother, we are hungry). As the second group of people said the same thing, the sisters threw their breakfast of bread and milk. Going home they feared that their mother would be mad. Yet their mom helped cultivate the idea of helping out the immigrants.

Hence, experiencing such saddening events her personal goal is to, “Sembrar esta semillita y sensibilizar a la gente, concientizar la, y sobre toda darle a conocer que se tomen tiempo a conocer a la gente. No que los critiquen pero que los ayuden.” (Plant this little seed and raise people’s awareness, and give all to know that time should be taken to meet people. Not to criticize them but to help them.)



Los Angeles Leadership Academy Spanish Teacher Patricia Reyes says that these women are amazing because not only do they risk their life day-to-day but the fact that they are campesinas, or farm workers, “they [just] have such a big heart.”

In addition, at the beginning it wasn’t a smooth path. They had growing pains like people not being sensible or considerate about the immigrants. Norma said, “It’s easier to judge them than to help them.” Moreover, people fear that the unknown people are dangerous but Las Patronas have demonstrated that they are not. The immigrants are just looking for a better life. Las Patronas believe that everyone has a past and it shouldn’t matter.

Even with obstacles they are now a group of 14 women and two men. In addition, Norma

said that, helping the immigrant brothers is not to be payed but of their own choice. Their choice to not help or help but be apart of the hardships. Like having to give food being close to the train tracks where, “La Bestia,” or “The Beast” travels at a high speeds.

For their courageous acts they have been able to receive el Premio Nacional de Derechos Humanos 2013 (National Prize in Human Rights) from the hands of Mexican president. And now they are part of the competition of receiving the reward of La Princesa de Asturias para la Concordia del 2015 (The Princess of Asturias Concord 2015).

Norma’s last remark was, “we should help each other, and we shouldn’t be afraid of each other. Fear has paralyzed us from giving someone the hand. Maybe the next day you may need help so you shouldn’t be afraid.”



“Seguiremos luchando para que ese sueño, algún día, se convierta en realidad.” (“We will continue to fight so that that dream, one day, to become a reality.”) - Norma Romero

Join the Fight! Talk to Laura Torres or Mayra Leon if you want to help.

L.A. Leadership Steps Up

BY IRANI MENDEZ
Copy Editor

As a school, Los Angeles Leadership Academy’s foundation is based on fighting for social justice. This year one of the high school students’ projects is to be able to help provide Las Patronas with funds, with the help of Spanish Teacher, Patricia Reyes. Through fundraising, Ms. Reyes does not only want to raise at least five thousand dollars but she also wants to create a “social conscience,” between the students.

Las Patronas help immigrants by providing them food, water and medical care. Ms. Reyes said, “Ellas son campesinas, son gente muy humilde con pocos recursos y con lo poquito que tenían estan haciendo todo lo posible para alimentar hasta seis-cientas personas por dia” (They are very humble farm workers with few resources and with what little they have they are doing everything possible to feed up to six-hundred people per day).

This is one of the reason why Ms. Reyes wants to help. She feels like she has enough to be able to help other people that are going through what she, her dad, and other people have gone through. She was in a box when she passed the border and this year learned that her dad traveled in the same train many of this immigrants travel on, La Bestia. This is her way to giving back.

At the moment, there isn’t a set date when fundraisers will occur. But juniors Mayra Leon and Laura Torres said that hot chocolate may be sold again beginning the week of February 9, 2015. Other than this student involved fundraiser there have also been two other ideas, one being a car wash and the other painting the front of composition books and reselling them at a marked up price. How Ms. Reyes explains it will end up being, “una obra de arte” (A work of art).

Moreover, Ms. Reyes is also making a fundraiser at her house. Just on her own. She will make her house into a restaurant and invite friends over to pay for the food and help Las Patronas.

Her AP Spanish class has discussed the issue of immigration. Ms. Reyes said, “the discussion became REAL!” Some students opened up to the class. The class became more aware of who the people in the class were. “Some of our kids spoke to the rest of the class and told them I came here illegally and I envy you guys you were born here,” said Ms. Reyes. Other students realized that their own parents had traveled on La Bestia. The discussion became alive and some students became more conscientious and motivated to help other people. Mayra said, “Part of [the motivation] was because I felt the need of helping [immigrants].” Laura added, “we know we are doing something good to help Las Patronas.”

Some students were raised with a social conscience, like Mayra and Laura. Furthermore, to those who aren’t aware or don’t care about others, Ms. Reyes said, “It shouldn’t matter where people come from. People need help,” and they should be helped.

La Luchadora (The Fighter)

BY ELIZABETH RUNDLES
Staff Writer

For this ongoing school year, Los Angeles Leadership Academy welcomed new teacher Mrs. Reyes. She teaches Spanish 1, 2 and AP. The educated woman that she has become, Mrs. Reyes has overcome many obstacles. She is a survivor of breast cancer and is a living reminder that people who want something can attain it.

Coming from El Salvador, she had to cross the border anyway possible. She was able to cross by being put into a box built into a station wagon at the age of 14. She wasn’t able to learn English until 10th grade. She knew that no matter what she would go to school whether it was in El Salvador or the US. She knew that her future would be a brighter one if she went to school. She knew her purpose.

According to Mrs. Reyes, the kids who have to learn a new language, like English will have to work a little harder than everybody else. She can understand the students and their desperation

and sadness when first coming over here. “They can make it, if they want to make it they will make it,” she says when asked what advice she would give the kids.

Coming to the U.S. alone can be very horrifying. And in Irani’s Interview about Las Patronas she said, that many students and their families have passed through this experience. There are constant reminders of twice the work the students or any immigrant has to do in order to survive in the US. For example, the students that are not born in the US now have to work hard to keep their grades up. The better the grades the more opportunities are given to you. Some students have parents who have experienced the hardships of coming over not knowing anything but they had the courage to preserve no matter what.

Mrs. Reyes said, you may want to even go back to your home but just know you can make it anywhere if you are willing to work hard.

Things can be hard in the beginning but as long as you give it your best and work hard you can always improve things. You shouldn’t give up



even if things seem difficult at that point in time. Today in the society we live in it is more common for students that come the U.S to work harder than the students that were born here. The reason for this is not that the students are smart, but the reason is that the students that come here illegally put more work and are better motivated to do better in school

because they have seen the other side of society where people don’t have enough for food or rent. The point is that if people put their mind into want they want to achieve it is possible. “If life throws you lemons, make money out of it.”



Meet the Author: Hector Tobar



BY SANDRA SANCHEZ
Managing Editor

Los Angeles Leadership Academy sent eight students to meet author Héctor Tobar for an hour-long discussion on his book, Deep Down Dark. Juniors, Diane Rodriguez, Omar Robledo, Maria Galarza, and Joseph Cristobal attended, along with seniors; Elizabeth Rundles, Diana Martinez, and Arlene Garcia. The event took place over winter break on a sunny Thursday morning. As part of the event, transportation was provided to and from the location. A cheuffer arrived promptly at the school at 9:00 A.M, and drove the students to meet Mr. Tobar. Upon arrival the van doors swiftly slid open to reveal sets of tall double glass doors held ajar for the students to enter through. Once inside the lobby, each student was warmly welcomed and given a name badge. The gentleman who passed out the name badges, lead the eight students, English teacher Al Schleicher, and History teacher Phyllis Rosen

into a conference room with Mr. Tobar. After a brief introduction and formal welcome, the students were left alone with Mr. Tobar to have a private discussion about his book. Author Hector Tobar began the discussion with a short story about himself and his background. He recalled his high school years and shared some of the obstacles he went through in his writing career. With a few laughs here and there, he talked about his time in the LA Times as a journalist and how he left because he wanted to write books. After his beginning talk, Ms. Rosen made the first inquiry and asked how did the writing about the 33 miners unfold for him. Mr. Tobar responded, "It quickly emerged to me that there were a couple of important and dominant characters. The most dominant one being Mario Sepulveda... it was relevant that there where guys who had different roles to play." According to Mr. Tobar, the interviews were conducted over a course of five trips that he took to Chile.

As the discussion went on Mr. Tobar talked about the men in the book and what there lives where like after the incident. He expressed animatedly the process of the interviews and how they went. Nearing the end of the discussion, Mr. Tobar told the students that the mine was sealed of. He said, "It may be 100 years or 200 years before anybody ever looks at that again." With a few departing remarks and a lot of gratitude from the students, the discussion with Hector Tobar came to an end. Before they left the venue, the students where invited to eat lunch with the program that hosted the event and it's members. When asked about what she thought of the event, Maria Galarza said, "I think it was a very unique experience. I had lots of fun with the author, since he was very down to earth and talkative. It was worth coming to school during the break."

Boy's Basketball Update

BY ANTHONY VIDALS
Staff Writer

The Los Angeles Leadership Academy Lions have been representing L.A. Leadership Academy for years. After years of games and practice, the school's basketball team still continues to amuse and surprise the school. This year's team consists of a freshman, a sophomore, six juniors, and two seniors. With the help of the Youth Policy Institute, the after school program, the team can be coached and led to a successful championship. The Lions recently joined a league called the Hola League, which consists of a 10 to 12 game season for the championship. The team's five starters are being moved around, but mostly consist of: the starting Center (Jeison Reyes), starting Point Guard (Adrian Ceja), starting Shooting Guard (Esequiel Pineda), starting Small Forward (Miguel Ahumada), and starting Power Forward (Erick Guzman or Jose Sanchez). With the team having 10 games this season, they have won eight out of those 10 games. When asked how it felt to play one last year, Senior Adrian Ceja responded, "I try not to think about it because I want my last year playing basketball at Los Angeles Leadership Academy to be fun, but I will be happy if I help my teammates improve at their skills and communication". Freshman Jose Sanchez, being the only freshman on the team came up with a motto about being the youngest playing among older students, "Don't let age control your life, let your life control your age". When comparing between 2013-2014 and 2014-2015 teams, Coach Jose Lopez of YPI says, "There's been a lot of development in the players that I was able to see last year and I know we have very passionate kids here who love the game of basketball, for example, I think one guy that has really developed on his game is Albert Luna and is a great defender". The L.A. Leadership Lions plan to fundraise for their basketball equipment by selling hot chocolate, nachos, and having a car wash, if the school is willing to accept those fundraisers. Esequiel Pineda, a basketball team member, says, "This team is my family, we all try to improve in our skills as we come together, and there is no reason to ever stop trying to become better, no matter what!" We can all see that this team is based on something more than just winning; we can see that the Lions are a family, based on teamwork and brotherhood.

Heart of a Lion: Juan Zepeda

BY SANDRA SANCHEZ
Managing Editor

2008. 2009. 2010. 2011. 2012. 2013. 2014. And now 2015. These are the eight years Juan Zepeda has devoted/been with Los Angeles Leadership Academy. Born and raised in Lincoln Heights, Juan has become an important part of the community. He stumbled upon the job at LA Leadership by chance. The neighbors advised him to apply for the job and he did. When the school first opened, Juan was hired as part custodian and part food services. Today, Juan is formally known as the Facility Manager. As Facility Manager, his input is vital in anything that concerns the building. If anything is needed about who to call, who to contact, and what to buy; Juan is the one to ask. When asked about Juan Zepeda, Junior Alicia Lopez said, "Juan is a good and kind person. The school wouldn't be the same without him." Because of his job Juan does not need to directly deal with the students as would a teacher, but he does and the students appreciate him for it. Mr. Zepeda has one of the most demanding jobs at LA Leadership Academy. When asked what his day is like, Juan said, "Everyday is something, something, something constantly popping up." The day begins at 5:45, this is the time Juan opens the school. The few hours of quiet before the students walk in is the time Juan takes for inspection on the building. Monday through Friday, he ensures that nothing is wrong with the building. If something does come up, he and his team begin fixing it right away. Later on that day, he works on supervision for Nutrition and again for Lunch. For Juan it is constantly busy. He also said, "And whatever surprises the kids like to give us. Something broke or something spilled or anything." Growing up was tough for Juan. As a teenager there was a point in his life when he had to balance school, work, and house responsibilities.



Juan Zepeda always gets the job done when needed.

Questioned further on this, he had this to say, "I was lucky. I lived in a tough neighborhood but my parents where always around to help and guide me." The faculty as well as the students value Juan. When asked about what she thought of Juan Zepeda, Office Clerk Rhina Ventura said, "Well, first of all, Juan is amazing. Everyone here loves him. I think that when I first got the job he was one of the first people who where like super friendly to me. It made me want to stay and now to this day, he is the best. He is one of the best people in this place and makes LALA. So he's the best LALA Lion." With everything he does for the school Juan

mentioned his love for the school. He said, "It's never the same thing, that's why I like it because you're not doing the same thing constantly. He also mentioned how it's cool to watch the kids grow up. Asked for some words of advice for the students at LA Leadership Juan shared, "The world is huge, there's a lot of other places you can visit, you could go study, and you could go work. You can do anything you want. That nothing is impossible. That whatever you focus on you can probably do." Juan Zepeda has been with LA Leadership for eight years now. He has the title of Facility Manager but he does much more than that and LA Leadership is lucky to have him.

Health: Dieting

BY ROBBY VASQUEZ
Staff Writer

Dieting is hard, it's not just on how much a person eats it's what he or she eats. When comparing people on their daily dieting there are some who balance everything from specific foods and measurements. Others will eat the stuff that won't fill their stomach and will keep craving for that food, even though it doesn't give them good nutrition from it. Lets say a person eats only desserts, most of them would have dairy and sugar: cupcakes, chocolate, cookies, cake, and other sweets. The person decides to eat one slice of cake that is covered in chocolate inside and out. The person may still be hungry, because there was no fiber in the cake. On the other hand, if the person ate the same amount of vegetables and fruits, they would be fuller longer and it would be nutritionally better. A person doesn't have to quit or give up the sweets but learn how to control it by the amount of servings they get. If anyone has a dieting problem see a doctor on what specific and discuss problems they might have. For example, cholesterol, low or high blood sugar, heart problems or bloating. A doctor can give instructions and helpful techniques on how to control your dieting problems or how to burn calories effectively. Martha Castillo who is an RN said, "It is imperative that people eat enough servings of vegetables, fruits and whole grains. There needs to be a limit on fatty salty foods as well as sweets. Instead of cakes and candy for dessert try eating fresh berries or a nice mixed fruit salad."



Bell Schedule Changes Again

BY ESTEFHANY HERNANDEZ AND KARLA MARQUEZ
Staff Writers

Mrs. Cuprill, principal of L.A. Leadership Academy High School created a new schedule for the second semester of the 2014-2015 school year. Students attending the high school needed help in both English and Math classes. Mrs. Cuprill decided she would give it to them by adding a class for 9th, 11th, and 12th graders. Meanwhile in this class period 10th graders are being given the opportunity to work on CAHSEE prep work.

This class period is on Tuesdays and Thursdays. Based on NWEA test scores (see NWEA article), students are placed in either English or math intervention classes, which are then further divided by proficiency levels. In order to add in this class on Tuesdays and Thursdays students miss two regular classes. Out of the entire week students have all their six classes only on Wednesdays. Classes are longer but not as long as they were during block scheduling last semester. The

sequence of classes' change every day, as in each day school starts with a different period. Mrs. Cuprill's reasons were, "People perform differently at different times of the day; adults and children." She is giving the students a chance to be alert in a class that they weren't as alert in the day before. It is different and kids are still adjusting but sometimes change is a good thing.

Positive attitudes and negative attitudes vary; everyone has a different opinion about everything. When asked what he thought about the schedule change, Chemistry and Anatomy teacher Carl Johnson said, "I like the periods being at different times of the day having 6th period in the morning sometimes and sometimes having it late. I like the lengths of the periods, the two-hour periods I thought were too long. And what don't I like? It's a little hard to keep track of what's going on in the day."

The Real Deal: Parent Conferences

BY SELENA AGUSTIN
Staff Writer

Los Angeles Leadership Academy hosted a second parent conference for those who failed some classes the previous semester. The parent meeting took place both Wednesday, January 14 and Friday, January 16, 2015.

This year has been challenging for all grade levels. In the beginning of the school year about 29% students of all grade level maintained a 2.0-2.9 Grade Point Average (GPA). There were 48% of the freshmen earning below a 2.0, and 50% sophomore, juniors, and seniors earning below a 2.0 GPA.

According to College Counselor Karla Marquez, there were 13 freshmen, 13 sophomores, and 12 juniors who were failing 5 or more classes at the end of their first semester. Luckily, there were no seniors who were failing more than 5. However, there were still seniors who were failing at least one class the previous semester.

Parent conferences were not only to gather the parents with their child to talk about their grades, but also to discuss their behavior. Anatomy and Chemistry teacher Carl Johnson's plan was to go more in depth with the grades and to specify the grade that their child deserves.

When asking 11th and 12th grade English teacher Michelle Wirtz, if she thinks parent conferences have an effect on the students she responded, "I feel undecided; if students want to do well they will." She added, "However, it's important to keep parents involved in their child's

education and behavior choices."

However, the biology teacher, Mr. Silverstein believes parent conferences are very beneficial for the teachers, the parents, and for the students. He said it is only beneficial if the students decide to take action on behalf of their mistakes. "I'm definitely seeing a difference; there are students who are 100% different this second semester, and I'm liking the change." Although in some cases it can be too little too late; it can be hard for students to get their act together in the 20th week. That is why the school organizes two parent conferences, so the students can realize their grades before it is too late.

Mr. Silverstein strongly appreciated how Ms. Cuprill made the next day a half-day when there was no reason to do so. It was felt as if it was for the teachers saying thank you for staying late. We have a principle that cares, not just about the students, but also about the faculty.

Overall, is not whether or not parent conferences had an effect on the students, the parents should still become more aware of their children's education and behavior. The more accountable parents the better, because it makes the teachers have more control of the student. You need administration, parents, students, and teachers all on the same page. The teachers and administration want to see all students graduate.

Freshmen and Fire Alarms

BY WILLIAM CABRERA
Staff Writer

Fire alarms are meant for serious purposes not toys. Los Angeles Leadership Academy's Assistant Principal, Craig Zimmerman said, False fire alarms are a serious matter, the fact that some students think that the "little prank" is somewhat entertaining is really demoralizing. This was his response after the fire alarms were pulled about five times this year.

Immediate consequences will be put into play for those who are tempted to pull the fire alarm especially with the cameras put into consideration. Those who decide to pull the fire alarm and get caught will be suspended and have privileges taken away.

Teachers dislike these fake prank alarms because it is very disruptive to the teaching and to the learning. These interruptions make it so that some periods fall behind on the material taught. An anonymous teacher said that "the fire alarms may not affect teachers salary but it does affect

the schools budget, which will then impact school privileges and field trips."

These pranks can really get old and very disruptive; hopefully we can all come to our sense and realize that money is spent on fines because of false alarms. Board member Roger Lowenstein says that the LA fire department is paid annually for regular maintenance of the fire alarms "We pay \$500 four time a year (so \$2000 annually) plus an extra amount is paid because of unscheduled maintenance repair." This is for check ups on the fire alarm not because fire alarms are pulled. But, when they are pulled, Lowenstein says that it takes away from other needs the fire department may have, "I know that it truly disrupts the city's services every time there is a false alarm," he said. The staff hope that the students come to their senses and stop wasting resources that could be put to better use.

New Testing Creates Intervention Period

BY MARIA RIVERA
Staff Writer

Like the New Year, Los Angeles Leadership Academy High School is also changing. After enjoying some time off from school, the LA Leadership Academy students were welcomed with a different type of class. Students may recall taking an online test called the NWEA. Based on the scores obtained during this examination, students were placed in an enrichment or intervention period. This period is known as period X.

As stated by LA Leadership Academy principal, Cynthia Cuprill, students are placed in either an intervention period or an enrichment class. "Some students have high scores on their NWEA tests and high GPAs. Those students take an enrichment class during Period X, instead of an intervention. During enrichment class they do projects and activities that still provide learning opportunities but they are not intensive intervention classes needed to improve scores. As students improve scores and GPAs we will move them into higher level interventions until they are at the enrichment level." Said Ms. Cuprill. She also mentioned that the school's goal is to have more enrichment classes rather than have intervention classes.

According to English teacher, Michelle Wirtz, if a student scored 100 on the reading and language test, then that student reads at a first grade level. "Let's say your reading score is 750, that means seventh grade fifth month."

Ms. Wirtz has an intervention period and in

order to keep the students at certain level reading level, her class reads high interest books. She has dedicated herself to make her enrichment class enjoyable and educational at the same time. She even spent one of her weekends off buying books that her classes would enjoy reading. "I ask the students what they want to read and I order books that are hip and in style and that are in their lexile level. Students cannot learn and improve themselves if they are having a hard time getting into the book."

Los Angeles Leadership Academy senior Jac Russell said "I feel that it's morphing us into better students and I am grateful that I can see what my academic level is." He said that period x may improve his math skills and for school and inside of school.

All of the teachers at Los Angeles Leadership Academy know about this examination and are aware of the necessity of it. They know what is at stake and how the examination works to place students into the appropriate level of class each individual student needs to be placed into.

Out of thirteen teachers who work at LA Leadership Academy high school, only 2 knew what the test's acronyms stood for. The rest of the staff had an idea and were very close at guessing what it stood for but could not completely answer. NWEA stands for North West Evaluation Association.

Poetry Out Loud Competition

BY ARLENE GARCIA
Staff Writer

On January 14th, at 3:30 in Los Angeles Leadership Academy high school's library, the competition began. The only competitors at the Poetry Out Loud competition were Moses Gonzales (10th grader), Estefhany Hernandez (11th grader), and Arlene Garcia (12th grader). Each of the contestants was evaluated through his or her skill of poem recital. "It was fun and exciting... I thought it was going to be hard," said Gonzalez. He also said that he had expected that more students were going to participate, and that he was happy to know the teachers had an interest in what the students were doing.

During the time at the library almost all the teachers went to the poetry out loud competition to watch the contestants perform their poems. "I stuttered a lot that was my problem... I was not nervous but when they start video taping it or taking pictures..." said Gonzalez. At the time of the competition, the competitors were put in the teacher's lounge to give them some time to rehearse before heading out to perform. The first contestant to head out was Moses who performed his first poem. Then it was Estefhany who went out to perform. Lastly, it was Arlene,



who went last. When each of the contestants were done, they were given sometime to rehearse their second poem. Afterward, each of the contestants went out again in the same order as last time.

"I was so proud of the effort they put in and so impressed of the quality of their work," said ninth grade English teacher Nicolas Steed, one of the Judges at the Poetry Out Loud competition. In the competition each person had to

recite two poems of their choice with the winner moving on to the larger part of the competition. "...I thought they had a lot of poise, it's tough to present any time, but in front of a group of teachers or older people, people you know... it adds a level of anxiety and I thought the students handled that really well," said Steed.

"It was very hard because as I looked at each person, I tried to look at... just each individual on the bases of all those criteria and measure them

against the rubric, while at the same time, feeling for what they were doing...It was really tough," said Steed. At the end of the competition, each of the competitors gave their best and a winner had to be chosen. The winner of the Poetry Out Loud in Los Angeles Leadership Academy was Moses Gonzales. "I was surprised I thought I'd lost because I thought my poems weren't very well memorized," said Gonzalez. Each of the contestants were given a certificate and congratulated for their participation.



Too Much Time on Testing: New Study Shows Disparity



BY OSCAR ISEM
Staff Writer

According to a study conducted by UCLA, Los Angeles Leadership Academy is a High Poverty school. UCLA professor of education John Rogers and Postdoctoral Scholar at the UCLA Graduate School of Education Nicole Mirra conducted the study, "It's About Time." In the report's executive summary, schools were broken into three categories based on the Free or Reduced Priced Lunch Program. The first category consisted of schools where 0-25% of the students participated in the program, or Low Poverty Schools. The second was filled with schools where (who?) 0-50% of the students participated in the program. These schools were called Low and Mixed Poverty Schools. The final category consisted of schools where 75-100% of the students participated in the program. L.A. Leadership fell under the High Poverty category.

According to both Mr. Rogers and Ms. Mirra, the study tried to identify a set of schools across the state that was representative of the state as a whole. In total, 783 California teachers from 193 schools were chosen to take a survey that served as a basis for the study.

Life in High Poverty Schools is harder for both teachers and students. For students, there is a statistically higher probability of factors outside of school having a significant impact on school. (Do you mean there are outside things that affects the

student's school life?) These may include, but are not limited to, economic hardships and family problems. For teachers, there are more expectations. Ms. Mirra empathized, being a high school teacher herself years ago. She remembered the large amount of stress that poured in from the community, the times students came to school tense. Mr. Rogers noted that high poverty school-teachers "tend to take on more responsibilities." In many cases, they take on roles of surrogate parents and advisors to their students. While this is a good thing from a humanitarian point of view, "it takes away time to address core subject material."

High Poverty schools lose an average of 23 days out of around 180 every school year. That's nearly 13% of a school year lost. There is less time to instruct students in learning material. However, Mr. Rogers said that, "In recent years, some policymakers think test [scores] are the same as learning." Because of this, high poverty school teachers are more likely to focus on what they feel will be on the exam, and afterwards change their teaching tactics to something more suited to their students. Nearly a quarter of teachers in high poverty schools claimed to change teaching tactics after exams, compared to 8% of low poverty schools. Ms. Mirra made an interesting observation about teaching in the era of Common

Core. "Common Core leaves teachers feeling more freedom at the moment...I'm a bit worried about when testing starts." In other words, Common Core could be a case of the same snail in a different shell.

Both Mr. Rogers and Ms. Mirra had reasons for conducting the study. Mr. Rogers wanted to highlight the inequalities in learning environments in California. He believes that the government should step in to level the playing field. "When teachers in high poverty schools are absent, qualified substitutes are hard to find. [A solution could be] having teachers in flexible positions, to be tutors, to have the ability to stand in for absent teachers, and have them be paid by the government." Ms. Mirra championed (advocated? For) social justice and for all students to have fair and equitable learning situations. "People blame individuals without noticing the forces working on [said individuals]... it's important to remember that everyone is working hard. Teachers and students should come together and think about a bigger system to work to make changes in society so stressors do not affect students." In other words, if students want to do better, it's about time they also take a few steps forward to fix things.

Measles Outbreak @ Disneyland

BY RANDY GUZMAN
Staff Writer

The happiest place on earth was not so happy this past holiday season after a measles outbreak was traced back to Disneyland's Resort here in Southern California. Though patient 0 is still not identified, the outbreak is believed to have been active from December 15th through the 20th at the theme park.

Over 100 cases of the virus have been confirmed as of the first week of February, most of which were in California. Other cases have been found in states like Colorado, Nevada, Michigan, Utah, and even in the country of Mexico. Though the Disneyland Corporation has not come out with an official statement regarding the epidemic, its Chief Medical Officer, Dr. Pamela Hymel said that after 5 of their employees were infected, their entire staff at the park was alerted. "We... offered vaccinations and immunity tests."

The Centers for Disease Control and Prevention defines Measles as a highly contagious airborne disease caused by a virus. Measles starts with a fever, runny nose, cough, red eyes, and sore throat, and is followed by a rash that spreads all over the body. The infection occurs in sequential stages over a two to three week period.

Though the disease was eradicated from the United States by 2000, 2014 saw an alarming 644 cases of the virus, the most the United States has seen in the last decade.

Public-health officials attribute the decline of children that are vaccinated against Measles to a vaccination law that took effect on January 1, 2014. This law required parents to obtain a note from a qualifying health professional before they can get a personal-belief exemption for their children. Doctors across the nation are arguing that the government is making it too easy for parents to exempt their children from getting vaccinated.



Measles outbreak began in Disneyland

The vast majority of the infected in the Disneyland epidemic were not vaccinated against the disease reports the California Department of Public Health. The outbreak has resurfaced debate on whether parents should be forced to vaccinate their children for the measles. What is known as the anti-vaccination movement has feverishly fought against MMR (Measles, Mumps, and Rubella) vaccines after it was rumored that these allegedly developed autism in small children.

Gary Monahan, Costa Mesa city councilman, is one of the many parents who have experienced first-hand the negative consequences of the MMR vaccine. Shortly after receiving the measles, mumps, and rubella vaccine, his son was rushed to the hospital with his temperature rising over 100 degrees. His son was believed to have contracted whooping cough. Three short years after this incident, his son was diagnosed with autism. "Pounding three live viruses into somebody at 1 year old is devastating." And though the the-

ory that these vaccines develop autism has been thoroughly discredited, many, like Monahan who skipped vaccination with his other four sons, will never again trust the MMR vaccination.

Dr. Anthony Fauci, Director of the National Institute of Allergy and Infectious Diseases, stated that it was unfortunate that people have a misperception about vaccines, especially about one that prevents a highly contagious virus. "The measles vaccine is one of the most highly effective we have against any virus or microbe. The idea of not vaccinating your children and putting them at risk... is a shame." Prior to the availability of the vaccination, the United States had about 5,000 annual measles cases and an average of 500 deaths per year.

As the Measles keeps spreading across the western United States, so does the controversy with the anti-vaccination movement. It is however, indubitable that the on-going contagion evoked in Disneyland arose from an unvaccinated individual or perhaps even a negligent parent.

Miscellaneous

The Human Mind

BY ROBBY VASQUEZ
Staff Writer

The human brain is the controller, guider, and commander of the body, telling every muscle, bone, and organ how to function. When a human baby is born his or her brain starts to function and gather every bit of information it hears and visualizes. For starters when a child is born they start learning how to walk and explore his or her surroundings. When the child grows his or her memory starts building up with the same surroundings being recognized. It's the same thing when they develop language, learning to speak just by looking and hearing the speaker. At that rate the child will then learn the language by speaking and writing, which gives him or her the advantage to start reading using memorization and great training for their brain.

The child will no longer be a child; he or she will grow to be a juvenile, then to mature adults with great self-knowledge. They can have the chance of partaking in the same process by having children and helping them learn and become adults. But, what if a person is a mature adult and for some reason his or her mind has changed? Can a mind be lost and have no clue what happened? How? If this is true can they be dangerous to anybody, including him or herself, and not aware of the situation? The Human mind works with three separate sections: the Conscious, Sub-conscious, and Unconscious. These sections are divided by percentage: Conscious 10%, Sub-conscious 50-60%, and Unconscious 30-40%. These are what hold memory, thought, speech, and memory. When a person experiences trauma, whether physical or mental, the mind starts to get affected. It can lead to disorders like schizophrenia, in which it is hard for a person to tell what's their identity and what reality they live in.

Dr. Irit Bernstein, a specialist in clinical psychology, stated "It is just as important for a person to keep their mind healthy as their body." Children get it a lot faster than adults because constantly a child's mind is changing from experiences, while adults have some control when dealing with trauma.

It's very serious when dealing with an individual who has these problems, they can run from others by fear or like a cornered animal they could be very hostile. All this can be treated with the right medications and therapy when dealing with mental problems whether its disorders, emotion or trauma. The best help a person can get when dealing with this kind of behavior is either a Psychologist or Psychiatrist for they are experts on mental and emotional problems. The Human mind can be corrupted and stay that way for a very long period of time, but it is curable and takes time to restore.

Health: Bleeding

BY ROBBY VASQUEZ
Staff Writer

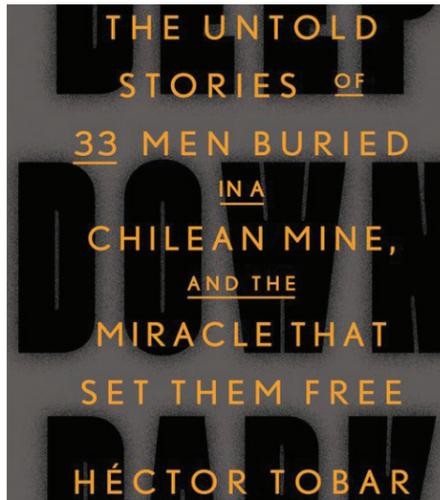
The world is a dangerous place, and everyone must be aware of hazards all around each other. A person needs to be observant and learn to take care of his or herself. Accidents can happen anytime, anyplace, and in various ways. Most accidents are small and not life threatening while others are very dangerous. A common injury worldwide is a heavily bleeding wound, such as a deep cut. This usually happens in cases of being shot by a projectile, smashed by heavy objects, car crashes, or cut by blades. For example, a child running with a pair of scissors falls and stabs himself. If a person is injured and bleeding heavily, the best thing to do is to apply pressure to the wound with a clean pad and elevate the area. This works for arms and the legs. If the person has an injury to the chest apply pressure to the wound and watch for signs of shock. Have someone call 911 and don't move the person. If anybody comes across a person who is bleeding heavily help the person by applying pressure or covering their wound and call 911 for an ambulance. If the object is still inside the person do not remove it until medical attention has arrived. Diana Lynn Vazquez, an EMT, stated, "These are the right steps to take and treat the wounds mentioned."



Art & Pop Culture

Literature Review

Deep Dark Down The Chilean Miner Story



BY SANDRA SANCHEZ
Managing Editor

Deep Down Dark is a well-written and researched book by author Hector Tobar.

The book is focused on the untold stories of the 33 Chilean men who were trapped under a collapsed mine for sixty-nine days. Hector Tobar did a remarkable job in bringing the struggles of the men to life. The stories were interesting and captivating.

The interviews and the abundant quotes used throughout the book gave it a more personal touch. The book starts off with a part that describes and goes through the men's journey to get to the mine. It was fascinating to read and the descriptive imagery used in the writing made the images clear in my head of where they went.

Tobar did a wonderful job of including all of the men in the book even if for a short anecdote. With the seriousness that surrounds the book, he also did a marvelous job of making it a pleasurable read.

It was at times funny. It really was a piece that I felt did justice to the men and what they went through in the mine. Cover to cover, the stories transcended past the pages and into the mind of the reader. Reading every chapter added onto the importance of their stories and the reality that these men were once trapped in a mine.

The small tid-bits about how the men interacted and what they did to stay sane added something valuable to the book that all news coverage failed to do. From the beginning of the book and the journey of the men, to the middle of the book and the lack of food, to the letters they sent once they made contact with the surface; Deep Down Dark is a remarkable piece of nonfiction.

THREE DECADES OF ASIAN CUISINE Chinese/Vietnamese Fusion in Lincoln Heights

BY ERIC GUZMAN, ANNA HERNANDEZ, & IVAN LINAN
Food Critics



Los cinco puntos, a Spanish term for a five way intersection, is located in W Ave. 26 and Pasadena Ave. These five streets receive all the attention and customers while other places such as the Boda Restaurant go unnoticed.

The Boda Restaurant, established behind the Smart & Final found on the cinco punto intersection, seems to be overlooked. The doors are open from 9 a.m. to 9 p.m seven days a week. The foods served originates both from Vietnam and China; however the owner of the establishment is Vietnamese.

As you walk into the the restaurant, everything seems to be clean and you notice the waitresses' humbleness and warm welcome. We decided to

start of by ordering wonton soup, along with Kung Pao chicken, a combination of fried rice with chicken, and a combination plate of chao-mian with shrimp and chicken.

Our hot teas were the first to arrive at the table. Although Boda restaurant sells only Asian food, it offers forks, knives and spoons as well as chopsticks.

The soup itself consists of dumplings, onions, shrimp, cilantro, lettuce, and a mix of chicken with mushrooms. The soup itself warms your body right up while your stomach receives full satisfaction. Then came the plate of Kong Pao chicken, which aside from the chicken also consisted of shrimp, cashew nuts and red chillies

that give the entire dish a spicy flavor. Soon after the plate of chao-mian: shrimp, chicken, spinach, carrots and a touch of soy sauce arrived. And finally, the fried rice made itself onto our table. All four dishes were cooked with fresh vegetables and quite a genuine touch of Asian-cuisine.

The food is delicious, the prices are adequate and affordable, the establishment is decent and the service is welcoming. The Boda restaurant, although not well known, is a place to visit when you find yourself in Lincoln Heights and in look for something both affordable and suitable.

Valentine's Day: The Flowers and History

BY IRANI MENDEZ
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I don't like Valentine's Day because there shouldn't be one specific day to celebrate "Valentine's Day!"-Melissa Tavico

On Valentine's Day the Romans celebrate the holiday for Juno, which is the Roman goddess of women and marriage. Romans would pray to her because they thought it would help the young people get married.

The names of the girls were written in a piece of paper and placed them into an urn. A boy draw a girl's name and with her they honor the god Lupercus. It was believed that the girl and boy would fall in love.

Then Christianity began to spread and they believed the names of the people they celebrated on this day were unholy. Then at the at the end of the 5th century, when Pope Gelasius declared February 14 St. Valentine's Day. It is honored to Saint Valentine but it is not known to which valentine, since there's three different saints named Valentine.

Legend says that Valentine was a priest during the ruling of Emperor Claudius II. According to History.com, he didn't allow men to marry women because single men were better soldiers. However, Valentine kept performing married for the lovers in secret which lead him to his death.

Another story suggest that he was killed after helping Christians escape Romans prisons and feel in love with the guard's blind daughter.

Later in the year February 14 was the day associated to love and Valentine greetings appeared after 1400s yet they became popular. The oldest known valentine still in existence today was a poem written in 1415 by Charles, Duke of Orleans, to his wife while he was imprisoned in the Tower of London following his capture at the Battle of Agincourt.

Although, Valentine's Day is celebrated differently by different people it brings us together as a community and as a nation.



Red Rose: I love you passionately



Calla Lily: You are exceptionally beautiful



Gardenia: I love you secretly



Lily of the Valley: Let's make up



Narcissus: Stay as sweet as you are



Snapdragon: You are strong



Red Carnation: My heart aches for you



Primrose: I cannot live without you



Violet: I love you faithfully