

L O S A N G E L E S

Leadership Academy



The Voice



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The Great California Shake Out

On October the 15th, schools throughout California participated in the Great California Shakeout. Shakeout is an organization dedicated to prepare people from earthquakes. The Great Shakeout Earthquake Drills began in California in 2008. On this day Los Angeles Leadership Academy students practiced an earthquake drill in advisory at 10:15 a.m. Students hid under the desks as soon as the drill began and stayed put until it was over.



Field Trip to NASA

Youth Policy Institute (YPI) hosted a field trip to Nasa's Jet Propulsion Laboratory (JPL) open house. The two day weekend event drew in approximately 45,000 visitors. Students were able to talk and ask questions to experts about the latest and newest missions and projects. Even though it was around 100 degrees Fahrenheit, students were enjoying the presentations and collecting stickers as memorabilia.



Shakey's Night

Los Angeles Leadership Academy held a fund Raiser at Shakeys on the Twenty-third of October. The senior class held the Event to raise money for the class as a whole. Many students and families turned out to support. It was a great success.



Gay Straight Alliance Club

Gay Straight Alliance meetings have begun at Room 101 every Wednesday during lunch. During G.S.A., Students are welcomed to say anything on their mind and are not judged by what they think, say, or identify as. The topic of G.S.A. Is not just to spread gay awareness, but to protect those who are being bullied.



Heal the Bay

The annual Heal the Bay Community service was a Complete success as students from Los Angeles Leadership Academy participated. The first few hours of getting to the beach consisted of picking up any trash that does not belong on the island. For the rest of the day, students were allowed to wander around the beach and to overall have fun. Last year's Heal the Bay was located in Santa Monica Pier, this time the event was held at Venice Beach.



Goodbye CAHSEE! You Later!

BY ALICIA LOPEZ
Managing Editor



Sophomores all over California have one less thing to worry about this year, for as of January 1, 2016 students in California will not be required to take the California High School Exit Exam. On October 7, 2015 a bill was signed by governor Brown to suspend the CAHSEE.

The CAHSEE was a multiple-choice exam consisting of 80 English questions at a tenth grade level and 90 mathematic questions at an eighth grade level. It also included a writing portion. California Department of Education states, "California created the test to improve

student achievement in high schools. The test helped to ensure that students graduated from high school with grade level skills in reading, writing, and math."

Before its cancellation, high school students were able to retake the exam eight times: once in tenth grade, twice in eleventh grade, and five times in twelfth grade. Students with certain disabilities were not required to take the exit exam in order to graduate.

Organizations like Californians for Justice believed that the CAHSEE was a racist and unfair test. They helped led campaigns to

persuade the California State Board of Education to remove the test. Although they did not end the exit exam, they delayed it for two years. According to the Californians for Justice blog, in 2003, after two years of trying, 81 percent of English Learners, 74 percent of Black students, and 70 percent of Latino Students had failed at least one part of the test.

This law will also order local educational agencies to give students from 2003-04 till present who met all the graduation requirements, not including passing the CAHSEE, their diploma of graduation.

LAUSD Visit

BY STEVEN GARCIA
Staff Writer

Los Angeles Unified School District (LAUSD) comes annually for an Oversight Visit - to confirm that the school is doing what it is supposed to do in order to continue to be sanctioned as a charter school by the Los Angeles Unified School District. Recently, LAUSD came for its annual visit wherein they thoroughly in-

vestigated whether our school was in fact promoting leadership, social justice, and college readiness.

After their careful examination, LAUSD was pleased with what the school was doing. They were highly pleased with the confidence the students exuded, the vocabulary they utilized, and the explanations

they provided about the academic material they were learning. Besides the explanations about the class material, LAUSD in general "loved" the material the teachers were teaching the students. They also were "highly pleased" with the Focused Learning Targets because they adhered to 21st century standards. Another thing that LAUSD

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Publication Policies
The Voice is a student newspaper produced by students at L.A. Leadership Academy. This paper is published to inform, educate and entertain the student body, faculty and members of the community of Lincoln Heights.

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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The Voice is a proud member of the following:



Viewpoint

College Classes
Let's Seize the Day

BY RENE GAETA
Staff Writer

Los Angeles Leadership Academy offers a small variety of Advanced Placement courses including: AP English Literature, AP English Language, AP Spanish Language, AP Calculus, and AP Studio Art. AP classes are similar to college classes and at the end of the year AP students will take a test that will examine their knowledge in the subjects. If students pass the AP exams, they will receive college credit. For those who want to become more academically challenged, or for whom AP classes do not fit their schedules, or are not interested in the AP subjects offered at the high school, an opportunity has arisen.

Mrs. Titchenell who is an adjunct professor at Los Angeles Community College has presented the idea to have college classes at LA Leadership Academy. Because Mrs. Titchenell's daughter took college classes during high school, and received her Associate's Degree on top of her high school diploma, Mrs. Titchenell wants to spread the uniqueness of taking college classes while attending high school to LA Leadership Academy. Students can take advantage of this opportunity because as high school students, college classes are free.

College classes that will be offered include: psychology, american sign language, and computer science. The type of courses



that may be offered at LA Leadership Academy is subject to change based on what the majority of the students want to take from the list of classes offered at LACC. These college classes will not be remedial classes, which means that they will count for actual college credit. LACC is offering to teach high school students because they are hoping to bring more students to their campus.

Rules for students that are interested in the college classes are as follows: students must not have any F's in the last two semesters, there must be at least forty students who are interested before LACC will send a professor to teach, and this opportunity is only available to juniors and seniors. If sophomores and freshmen are interested, they must get a referral from the counselor. There are advantages for those who want to academically challenge themselves including:

grade point averages will be recalculated meaning that if a student has a bad GPA in high school, students will have a new GPA for college; if SAT or ACT and AP scores are low these classes will show colleges that students are college-ready; students can receive an honors point boosting their GPA; and if students take enough college classes, they can be admitted as a second year college student meaning that students will be more easily admitted to the college of their choice since they are not competing against first year or entry level college students.

Mrs. Titchenell's stated, when asked about how hard these college classes are, "They are very rigorous since they are a year's work in 16 weeks and there are 3 hour lectures. Students will not be spoon-fed, so, yes. There must be commitment."

Have an opinion?
Write for The Voice

Submit your opinions to
the editors at

thevoice@laleadership.org

Upcoming Event

- 11/13 Speech and Debate Tournament
- 11/14 Second day of the Debate Tournament
- 11/14 YPI Field trip
- 11/17 Parents in Action Meeting
- 11/18 Faculty Grading Session
- 11/20 Field trip to the Zoo
- 11/20 K-12 Thanksgiving
- 12/1 Cafe Con Leche Con La Directora

YPI BOX



Field trip to Bonelli Park on
11/14

The Voice Ch-Ch-Ch Challenge

November's Challenge

The first student to correctly fill out the sudoku will receive:

A Special Prize

You Must: Correctly fill out two sudoku puzzles

Level of difficulty: One easy and one medium.

The first student to show the Journalism teacher the completed sudoku puzzles will receive the prize.



News & Features

LAUSD Visit Continued

BY **STEVEN GARCIA**
Staff Writer

positively commented on was the assistance LA Leadership Academy was offering for English language learning students. It was the school's decision to provide that help. The addition of paraprofessionals (someone given a task, but not yet licensed to practice as a professional instructor) was another thing that LAUSD found pleasing. LAUSD said only good things about the school. Principal Cynthia Cuprill stated, "This means that the school has to do even better next time."

LAUSD grants a certain number of years that a school gets to maintain its charter to operate with the district. The charter school must petition the district and then the district decides "yea" or "nay" as to whether they will consider this school as a charter school.

In order to prepare for the visit, the district sent some questions to the school. They examined how and where the school was spending its fund. They questioned the teacher's credentials. They also wanted to know the plans the school has for the future. All of these preparations needed to be completed before the people stepped foot on the campus. The school prepared by making sure that the Focused Learning Targets were up-to-date, and by having teachers attend workshops to ensure that the material they teach is up to date as well.

Some thing the students as a whole can improve on is the level of seriousness with which they approach tests. LAUSD wants to see that the school is helping every single student progress and improve. LAUSD also verifies that every single student is doing well and will continue to do better on tests including: the

Advanced Placement (AP) test, the American College Testing (ACT), and the Standardized Aptitude Test (SAT).

The benchmarks that are given serve as evidence that students are progressing academically. LALA has to prove that it is better than the other schools in the area to maintain its charter to remain open. Ms. Cuprill cannot stress this enough; benchmarks are very important and without data that shows that the students are progressing, LALA will be closed.

Before the visit, Mr. Zimmerman was not worried at all what LAUSD would have seen. His experiences with those types of visits from past schools made him feel confident that LA Leadership Academy was going to be evaluated positively. When asked the question, how did you prepare for the visit, he responded with, "I made sure that the school is prepared with safety and

emergency supplies, the disciplinary actions were clear, and that overall organization was in place."

Ms. Wirtz did not fear the visit of LAUSD either. She taught the same way she would teach any other regular day. Once the members left the classroom, Ms. Wirtz felt like the evaluation went well as she anticipated it to be. She congratulated her students right after for acting professionally and for being the scholars that they are. During a visit inside a classroom, LAUSD looks around for emergency supplies, any safety hazards such as sharp edges or loose chords, and observes if students are in fact learning the material and know why they are learning it. Ms. Wirtz also has high hopes stating, "I'm sure we are one of the top schools they [LAUSD] visited. They were definitely impressed by the students, staff, and facilities."

An Inside Look at the College Application Process

BY **JESSICA BARBA**
Staff Writer

Applying to college is a long process, which takes a lot of time and has many requirements.

Students should start preparing for college entrance at the end of their junior year. One area of preparation all aspiring college students need to undertake is to successfully take one or both of the college entrance exams, which are the SAT and the ACT. Students should also begin attending college fairs and formulating personal statements.

In October of senior year, California State Universities and the Universities of California applications become available. Students start to research schools to which they might be interested in applying; then they narrow the choices

to the schools that have most if not everything that is desired. They begin to start applications and get all the materials needed to complete said applications. All UC and CSU applications are due on November 30.

In order to have a complete application, students must have their transcripts, SAT or ACT scores, and their estimated family income. The most important components needed to complete an application are demographic components such as legal name, phone number and email. These components are important because colleges need your name to verify you are who you say you are and they need your number and email to keep you updated with your application, acceptance, and school news.

A question that is often asked when applying to college is "What if I don't know what I want to major in?" College counselor Mr. Ortiz responded that he helps the students by having them take an Interest Inventory on Naviance. The Interest Inventory asks questions about what interests a person most that narrows the list for them.

Mr. Ortiz said that his biggest fear when applying to college was, "Being Rejected." He continued, "I was afraid of not applying to enough scholarships or missing out on a scholarship." Mr. Ortiz, just like every student, was afraid of not getting high enough scores and not being able to pay for college, but his biggest fear was being rejected.

Homecoming

BY **RANDY GUZMAN**
Guest Writer

Los Angeles Leadership Academy, with the help of the ASB class, held its annual homecoming dance. The dance, which was held in the Multipurpose Room, was carnival themed. As per school custom, a soccer game was played before the dance. After the game ended, the students were given time to go home and get ready for the Homecoming Dance.

The Leadership class was in charge of preparing and organizing the dance. This preparation began weeks in advance. From asking for donations from parents, to counting the votes for Homecoming Court minutes before the announcement was made, their hard work and effort showed. Lights hung around the walls lit up the room. Balloons hung from the ceiling. And colorful posters adorned the area making the dance feel like a very colorful carnival. LALA's custodian, Juan Zepeda, made spaghetti, salad, and bread which everyone enjoyed.

Two hours into the dance, the Leadership class announced the winners for Homecoming Court. Senior Beverly Pesquera won the honor of Homecoming Queen and senior Daniel Ruiz were Homecoming King. Sophomore Tania Sanchez and sophomore Jesus Marquez won for Homecoming Princess and Prince, respectively. After the winners were announced, the winners danced with each other to a slow song.

When asked how she thought the dance went, ASB Vice President Laura Torres said that though there were difficulties, in the end many of the guests had a good night with their dates. "We can only promise that the dances will continue to improve," she added.

The Leadership class expressed how grateful they are with Principal Cynthia Cuprill for all of the help and support she provided them for the dance. "On behalf of ASB, we would like to thank Ms. Cuprill for everything she does to support and aid our events. She helped us plan the dance by choosing an adequate date and chaperons, and she kept helping even when we needed cheese for the nachos the day of. We know we can count on her to support all of our future events" ASB President Maria Galarza stated. "Thank you for putting up with us," she concluded.

University Spotlight

California State University: Northridge

BY **RENE GAETA**
Staff Writer

California State University: Northridge is located in Northridge, California and is part of the California State University system that includes Cal State: Los Angeles, Cal State: Long Beach, Cal State: San Bernardino, and many others around the state.

CSUN's popular majors, according to College Board, include: Business, Marketing, Social Sciences, Psychology, Communication Technologies, and English. CSUN offers multiple study options for its students: internships, double majors, study abroad programs, student-designed majors, and many more interesting activities which readers can find on College Board. CSUN also offers bachelors, masters, and doctoral degrees for students who are pursuing higher education.

CSUN has an estimated 35,206 undergraduate students in attendance with an ethnically diverse population including: 42% Latinos, 24% Caucasians, 11% Asians, and 6% Blacks according to College Board. CSUN hosts clubs and extracurricular activities that include: choral groups, concert bands, drama/theater, student newspaper, musical theater, and



many other interesting activities. CSUN offers both intramural and intercollegiate sports which include: baseball, basketball, cross country, golf, soccer, softball, swimming, track and field, volleyball, and water polo. CSUN is in division 1 for sports and also has intercollegiate, intramural, scholarship, and club sports according to (www.csun.edu).

The SAT or ACT is required in order to be admitted and students must have higher than a 2.0 grade point average. The average SAT score is a 400-510 in the critical reading section and a 400-530 in the math section. The average ACT score is between 16-22. Student will have a better probability of being admitted if they complete their A-G requirements and if they have a GPA be-

tween 3.00-3.24. In addition CSUN also gives college units to students who pass their AP exams, if they receive a score of 3 or higher according to College Board, all passing AP exams will be transferred for units at CSUN.

The estimated cost per student per year is \$22,110 if the student is living on campus, \$24,246 if the student is living off campus, and \$11,233 if the student is living at home. \$11,574 is the average financial aid package students receive in their first year according to the statistics found on (www.csun.edu).

A reminder for the seniors who are interested in attending California State University: Northridge, the Cal State application has been open since October 1 and will close on November 30.



News & Features

Heart of a Lion: Carl Johnson

BY SANDRA SANCHEZ
Editor-In-Chief

It is not usual for an Anatomy and Chemistry teacher to have worked as a dentist in a Woman's prison, but for Los Angeles Leadership Academy's very own teacher, Mr. Carl Johnson, it is not so unusual.

Mr. Johnson grew up in Simi Valley, a city just outside the Ventura County, in the Valley. His childhood was in his own words, "fun." As a kid with a brother and three other sisters he spent most of his time outdoors. According to Mr. Johnson, growing up, Simi Valley was a pretty rural area. "...There was a lot of agriculture and they had just started to put track homes in. We were in one of the first track homes, but everything was pretty much agriculture..."

When asked about what he wanted to be, he mentioned wanting to be a fireman like his father, a forest ranger, an engineer, and with a laugh he also mentioned wanting to be an army man. Mr. Johnson explained that the Vietnam War was going on during his childhood, and so the army was not such a far-fetched option. Questioned further on this, Mr. Johnson divulged that it was mostly a background to his childhood. "I didn't fully experience it. Nobody my age got drafted, but it was always in the background. People's older brothers going, older kids trying to figure out how to dodge the draft..."

Unlike what he wanted to be as a child, Mr. Johnson became a dentist. He attended a small liberal arts college called the University of the Pacific. He explained that he did not attend a UC or Cal State school because he did not fill the language requirement. According to Mr. Johnson



he was misinformed in the tenth grade about a foreign language not being a requirement, so he didn't take it. "I found a private school that would take me and they have their own dental school so I figured I get what I needed there."

There he went through their dental school and graduated with a major in Biology. He also shared that because of all the jobs he worked during the summer and throughout the year, he graduated college with only five hundred dollars in debt.

Asked about his career as a dentist, Mr. Johnson said he loved it. He worked for other dentists initially and then set up his own practice. "I enjoyed the dentistry part of it, but I found I didn't enjoy the business part of it." His dislike for business led him to work in the prison system, which he worked in for four years.

Questioned about his experience he stated

that he worked in a women's prison for three years and that it was fun. He explained that a women's prison holds mostly non-violent criminals. "In the women's prison I was at, the guards would ride around on bicycles... So, one day one of the women hijacked a bike, and went riding it all over. They couldn't catch her... it was like a big game for her."

Although he liked being a dentist, Mr. Johnson had to stop practicing because he got what is known as an Essential Tremor, which is a nervous system disorder that causes rhythmic shaking. "I couldn't do fine work, you know... you're trying to do work within a tenth of a millimeter and when your hand shakes at a centimeter, that doesn't work."

Asked if it was then that he decided to become a teacher, Mr. Johnson expressed that he eventually decided to be a teacher, but that he didn't

know right away. With a few chuckles here and there, Mr. Johnson shared, "I spent about six months hiking around the Santa Monica Mountains everyday, depressed, trying to figure out what I was going to do." And he did.

Back in 2000, he had wanted to be a half-time teacher at LAUSD, but was told he couldn't be a half-time teacher. Once he decided to become a teacher, he went back to school to get his teaching credential, did a year of student teaching at a school in South Central, found an ad about LA Leadership Academy hiring and came to the school.

When asked about why he decided to become a teacher, Mr. Johnson said that his work in the prison system really influenced him. "Especially, when I worked in a male prison system. When they would bring in the guys, a lot of them were eighteen years old and it was very sad to see that they had made a fairly big mistake in their life and then ended up there. I always had it in mind that it would be nice to be somehow of help before they got there..."

As of this year, Mr. Johnson has now taught at LA Leadership Academy for two years and plans to continue doing so. He has a cycling club that meets regularly and is doing well. To his students, he advises them to work hard. "When you're in high school, it's hard to think about five or ten years down the road, but if you don't do what you need to do, you'll end up disappointing yourself..."

New Teacher: Jonathan Demers



BY STEVEN GARCIA
Staff Writer

Jonathan Demers is another new teacher that has joined the Los Angeles Leadership Academy community this year. Mr. Demers passionately teaches physical education to the freshman and sophomores. Throughout his life, Jonathan has always been interested in fitness and anything that deals with athletics. In his past experiences, Demers has coached and been a personal trainer; both of which led to teaching P. E. at LA Leadership Academy.

Mr. Demers graduated from California State University: Fullerton in 2008 with Criminal Justice as his major. During his time at Fullerton, Mr. Demers took many kinesiology (study of human movement) classes sparking his interest in learning about the muscles of the body and the different forms of athletics. After finishing his degree in criminal justice, he worked for a while and then went back to school to obtain a Master's degree in education, followed by his credentials in physical education.

When asked what he likes about the school, Mr. Demers responded

with, "I like the fact that I pretty much know all my students... knowing everybody's names and knowing something about them is really important and here [at LA Leadership Academy] you are able to connect with them and help motivate as well." Mr. Demers definitely likes the close relationships he is able to have with his students due to the small classroom size this school offers.

With a strong bond between teacher and student, betterment will happen on both sides. The proximity of the school to his home favors not only him, but his wife as well.

If he were not teaching physical education, Mr. Demers would be teaching some sort of social science, such as United States History or Government because he always liked that subject. If not a social science, he would resort to teaching English because of his love for the subject as well.

When asked what he likes about the P. E. teacher, freshman Adrian Ramirez answered, "He is very nice and helpful. He motivates me to become a better person." When asked how does Mr. Demers teach, senior and teacher's assistant Alejandra Pena claimed, "He explains what he is talking about and reviews the material so that the students know exactly what to do and why they need to do it."

When it comes to strictness, Mr. Demers tries not to be too militaristic or too authoritative. He just wants to see the students improve and feel good about themselves.

Spanish Teacher: Señorita Henderson



BY ESTEPHANY HERNANDEZ
Guest Writer

In this 2015-2015 school year there has been a numerous amount of new staff that have taken part in becoming members of the Los Angeles Leadership Academy High School community. One of those new members is Señorita Henderson who is a Spanish teacher for the students. Miss Henderson was asked how she felt about this school she said, "The school has a very friendly environment and because it is small it allows everyone to know each other and help each other too."

Miss Henderson attended Mount San Antonio College to get her associates and then went to Cal State Fullerton and earned her bachelors in Spanish along with her teaching credential. Señorita Henderson was asked why she chose to major in Spanish specifically she answered, "I wanted to learn and analyze everything within the Spanish language, to go deep into the symbolism and different interpretations. I want students to be able to read and comprehend not just to speak the language." She now is carrying out her goal to make this happen while being a Spanish 2 and Spanish 3 teacher to the LA Leadership students.

Every teacher in our campus has a different opinions on how their relationship with students affect their learning environment. Señorita Henderson's opinion was, "I get along with all my students and I try to be understanding with them. I try to make

learning fun, in a way that they participate and engage at the same time."

One of her students, Albert Luna a senior at LA Leadership taking Spanish 2 was asked "How do you like the class environment?" he responded, "The environment is pretty calm, we all know each other and interact with each other as well, so nobody is really shy or intimidated to speak." Another student, Anahi Gutierrez also a senior at LA Leadership taking Spanish 3 was asked the same question and she said, "Miss Henderson makes the people feel comfortable in the environment."

These same students were also asked how they enjoyed the class in general, they both had positive opinions to give. Albert Luna said, "I like the class, Miss Henderson is a really cool and nice teacher who cares for students, the work load isn't hectic and she always keeps the class interesting with different lesson plans and projects." Anahi Gutierrez responded, "I think that class is really fun, Miss Henderson is a very sweet person."

Señorita Henderson was lastly asked what was some advice she would give students to succeed in general, she emphasized that "Nadie puede limitarte (no one can limit you). You set your own limits, your goals and achievements (educational wise and career wise)."



News & Features

SPIRIT WEEK MEETS LALA

BY JESSICA BARBA
Staff Writer

Monday: Green V.S Gold



What is spirit week? Laura Torres, school Vice President answered, "It is a week where every single day there is a theme and students come dressed up according to the theme in order to express the school spirit that they have." Spirit week was October 26-30 because those were the dates that best fit the school schedule and those were also the dates that avoided problems with the uniform rules.

The events committee came together and decided on themes that would be appropriate for school and themes

in which they knew their friends would actually participate. Spirit week was comprised of Green & Gold – Monday the 26th, Twin Day – Tuesday the 27th, Superhero Day – Wednesday the 28th, Jersey Day – Thursday the 29th, and Costume/ Free Dress Day – Friday the 30th.

To kick off spirit week, they began with the theme "Green and Gold." The sophomores and seniors wore Green and the freshman and juniors wore Gold. This day was planned to create new friendships between the classes. The

selected teams representing Green on one side and Gold on the other played a game of dodge ball. The Gold team won.

The next day was Twin day during which students were able to get with friends and dress alike. On that day the event was sitting with other students from different grade levels who shared the same birth month as each other. The next three days of spirit week were just days to dress up, but had no other special events. For the freshman, this was their first high school spirit week.

Tuesday: Twin Day



Wednesday: Superhero Day



Thursday: Jersey Day



Friday: Free Dress/Costume



Did You Know?

BY SETH VERA
Staff Writer

90031 is Los Angeles Leadership Academy's ZIP code. This ZIP code also happens to have a representative in Congress. His name is Xavier Becerra. To give a little background, Becerra was born on January 26, 1958 in Sacramento, California. He went to Stanford University, from there he went to Stanford Law where he graduated and received his Juris Doctors degree. A Juris Doctors degree is a degree that lawyers receive. He was elected to the House of Representatives in 1992. He is the chairman of the House Of Democratic Caucus Becerra.house.gov (2015). Its member's jobs are to elect leadership of the Democrats in the House of Representatives. He is also a member of the Committee of Ways And Means Becerra.house.gov (2015). The people who work in the Committee of Ways And Means are the people who write up our taxes and tax laws.

There are certain topics debated frequently in Congress. Here is his opinion on one of the highly debated topics, same sex marriage: Becerra is for same sex marriage. Becerra believes that all citizens have the unalienable right to life, liberty, and the pursuit of happiness Politic365 (2013). So he is for sex marriage. Becerra is a member of the Democratic Party. He was elected to the House of Representatives in 1992 and served as California's 30th District representative. In 2013, he switched to our district and ZIP code. He served as chairman of the Congressional Hispanic Caucus from 1997-1999; vice chairman of the House of Democratic Caucus; and a member of the Joint Select Committee on Deficit Reduction, otherwise known as the Supercommittee to reduce the nations budget and avoid debt.

To summarize, Becerra is our representative and this is his background and what he's done before representing us.

BY SANDRA SANCHEZ
Editor-In-Chief

Judge ready? Opponents ready? Partner ready? These questions are the ones a debater poses before the round. Once the round begins they start to rapidly read and the only pause they take in between the cards containing their evidence is when they say the word next.

Los Angeles Leadership Academy is home to an award winning Speech and Debate team. Taught by Mr. Al Schleicher, the Speech and Debate team attends various tournaments throughout the year.

This year, their first debate tournament was held on the 9th of October at the University of California. The team left school at the beginning of 6th period and boarded a school bus full of students from another school.

Upon arrival at USC, the team quickly found an empty room and began to prepare for the debates to be held later on. Spreading (the rapid reading of cards or evidence used for the debate), the exchanging of information, and the bouncing of ideas off one another filled the previously quiet room with noise.

When asked how she felt on the hours leading up to her first debate round for the day, Senior Junior Varsity debater Anel Torres said, "I was really nervous because I have not debated in over a year and so my skills degraded. Luckily with my partner, she helped me get back on track and we did extremely well this tournament."

After lunch, facilitators tape papers to the walls to notify the debaters of the room number in which they will be debating.

Speech and Debate



The team broke off into their individual two-person teams and walked towards their respective rooms.

In a debate round, the people present are usually just the two teams and the judge. Spectators are welcomed to sit in on a debate, but nothing more. Sat on either side of the room, the teams flip a coin to decide who will argue negative and who will argue for affirmative, that means who will argue against or for the proposed plan, they prepare their evidence, and begin.

During the debate round, lines such as, "It's going to lead to World War III this time...", "Human rights are important...", and "Why do you keep implying drones are going to kill people?" are casually thrown around.

As explained by senior Junior Varsity debater Vanessa Sanchez, a debate tournament is held across two days. Usually, two

rounds will be held on the first day and two on the second day. If a team were to make it to quarter- finals and win, move on to semi-finals and win, then they will be debating an additional two rounds. The number of rounds depends on how far a team moves on, but the standard is four. The rounds often last long hours and students are left exhausted by the end of the day. When asked how he felt about the tournament, freshman Novice debater Carlos Lopez Name said, "I was a bit nervous, but after two rounds I was fine."

For their first tournament of the year, LA Leadership's Speech and Debate team did well.

Teammates Vanessa Sanchez and Anel Torres won all four rounds and placed as semifinalists. Adding on to their victory, Vanessa Sanchez placed fourth and earned a speaker award.



Visit to the Aquarium of the Pacific



BY **DIANE RODRIGUEZ**
Managing Editor

On October 20th, students from the Marine Biology class, and Ms. Wirtz's advisory went on an educational field trip to the Aquarium of the Pacific at Long Beach. Chaperoning the trip were Mr. Silverstein, Ms. Wirtz, Mr. Demers, Ms. Lindsay, Ms. Sanchez, and parent volunteers.

The students and chaperones left the high school on two school buses and arrived at the aquarium around 10 am. Once there, the students were separated into their designated groups and were allowed to wander around to explore the aquarium for forty minutes. During this time, students were allowed to pet small sharks, a variety of rays, jellyfishes, sea anemones, and other marine life. In addition, they were able to wander through the exhibits to either educate themselves about the world under the sea or to look through the store and wish that they had brought money with them.

When time came to regroup, the students were led into two rooms to perform an activity led by aquarium staff members. The students were asked questions by the staff about how to properly care for fishes and how a fish tank

works. The activity was to create a functioning filter that worked correctly in an actual fish tank. The students were given two plastic tanks and some small plastic tools for constructing the filter. The activity lasted about an hour. After the students finished, they helped clean and place the equipment back.

Following the activity, everyone was able to disperse and wander around the aquarium again. Some students ventured toward Lorikeet Forest, an outdoor aviary where visitors are able to feed and interact with Lorikeet, a type of bird native to Australia. When fed nectar, the birds would land on the arm of the feeder and stay there until they finished eating. Ms. Wirtz was one of the lucky ones to have more than one bird land on her. In total, four Lorikeets landed on her, three on her arm and one on her bag.

Other students visited Shark Lagoon where they pet sand tiger, zebra, and whitetip reef sharks along with some stingrays. For Hicell Lopez-Oxte, a senior at LA Leadership, this was her first time to the aquarium. When asked what she liked about the aquarium and what she learned, she said, "I liked how I was able to see many new animals because I've never been there before. I learned about many animals and like how they survive in the sea." Mikayla Roberts, an eleventh grader, said, "I thought that it was a really fun experience and very interactive. What I liked about the aquarium is how we had our own freedom, a little class, and how we got to touch the animals." When asked if she would do the trip again with the school or by herself she said that she would choose either one because it was really fun.

For lunch, LALA students were allowed to choose to eat the school lunch or buy something to eat at the aquarium. When it was finally time to leave, the students regrouped and were told to sit in the bus in which they came.

Visit to the Getty Museum



BY **KARLA ESQUIVEL**
Staff Writer

The trip to the Getty Museum was very short. The students took some time to get out of school campus and upon arrival were separated into groups of 10 to 15 people with a chaperone.

At the museum, the groups were paired with a tour guide. This took some time from the tour such that they only had about 15 minutes with their guide. Ashley Quiej, a Sophomore who attended the field trip, said, "I remember the paintings they had there. Also all the statues represented something or are in memory of something. I remember the garden was colorful with lots of flowers and plants. I remember there was a confusion on the buses and I lost my bag, but later found it."

Zuleima Hernandez, said, "I remember having a good time, and we went into I think building E. There were statues in there and lots of paintings. I was in Ms. Ventura's group. We went into building S. We saw some of the materials that were used for eating, and clothing. After that, we went into the garden and we saw a big waterfall. There was a bridge that was over the waterfall. The garden was shaped like a maze. We saw the painting that was called, 'Entry of the animals into Noah's Ark.' I remember we were in an art workshop that you could sketch whatever you wanted and you were able to take

it home as well."

Ms. Sanchez who planned the entire trip said, "I remember it was my first field trip of the year so I felt a little nervous for me. I put it together. It was my very first time there too. I've only seen it from the freeway. My group got to see bronze statues from the Hellenistic Age. There are two hundred of them worldwide I think and 50 of them were at the museum. They were Greek and ancient, it was the first time I've ever seen that many bronze sculptures in one place. My students behaved despite them being nude. We got to experience the gardens. When we were with our tour guide we got to analyze pieces of art and try to determine which artist created them and what time period [was represented]. It was hot and I think students did very well. They represented us very well despite things that were out of our control."

After the tour, the students were allowed to explore the museum along with their chaperones. The scenery was beautiful with gardens and a fountain that led to a pond with a garden in the center. At around noon, all of the students gathered at a lounge that was outside, which included benches, and a good view. Later on, the students went back to school.

Sophomores Visit the University of Southern California

BY **MR. STEED**
Faculty Advisor



On Wednesday October 13, 2015 the sophomore class visited the University of Southern California. Accompanying the class, as chaperones were Ms. Ventura, Mr. Schleicher, Mr. Silverstein, Mr. Perez, Mr. Demers, and Mr. Steed. While the teachers were the guides, none of the teachers knew the campus well. Both Mr. Perez and Mr. Silverstein, being UCLA graduates, viewed the campus with the wary eye of the infiltrating spy in the enemy's camp or as Mr. Silverstein stated, "We are pilgrims in an unholy land." The groups gathered in the main square by the fountain between the statue of the war steed Traveler and the statue of Tommy Trojan, which Rudy Fernandez-Sauceda referred to as being impressive. The chaperones, who had not previously been to the campus, turned to Matthew Flores, a sophomore who had been on the campus many times, to direct the tour.

The group saw many buildings from the exterior, which were described by Joceline Lopez-Oxte, as "pretty" before discovering a building in which was stored a collection of Frank Sinatra memorabilia. This was on display to commemorate the 100th anniversary of Frank

Sinatra's birth. Mr. Perez and Mr. Steed began singing "New York."

Leaving that building, the group went to yet another building displaying various pieces of sports memorabilia and especially Heisman trophies, which are awarded to the best offensive collegiate player of the year. This building held the interest of the students for quite some time as they accessed the interactive video displays and read of the histories of the successful athletes.

After touring around the various venues of the sprawling sports complex, the group made its way to the engineering area of the campus, which Raul Arteaga Solis described as being impressive, where they met with Mr. Paul Ledesma, a representative of the engineering department's recruiting and admissions board.

Mr. Ledesma began his presentation by asking students what they thought or knew of engineering. Various responses trickled from the crowd, but most centered on math and some science. Mr. Ledesma acknowledged the general accuracy of the answers, but then he countered to the students with an altered form of the



query. He invited students to come forward and with markers on the white board, he had them write the names of companies that used engineering. Answers in the form of names of various companies were shouted to the four scribes including: automotive companies, computer companies, software companies, sport shoe and apparel companies, and a few other varieties. Next, Mr. Ledesma first praised the variety of institutions declaring this to be a much more comprehensive group of answers than simply math and science. Then, he explained how engineering was not about creating products, but is instead about solving problems. He explained the various elements and defining characteristics of mechanical engineering, process engineering, chemical engineering, civil engineering, computer engineering, software engineering, aerospace engineering, and astronomical engineering, which are all offered at USC.

He further explained that the school looked for excellent grades and for well-rounded people who participate in school and community activities. He stressed that while USC costs about \$75,000 a year to attend that interested students

should not let the financial requirements deter them. He told the group that if USC selects any one of them as a potential student, then USC would find ways to make up the financial difference between what the student can afford and the cost through a variety of programs, grants, work-study, loans, and scholarships.

All the students need to be concerned with accomplishing is becoming academically capable enough to apply because, as Mr. Ledesma stressed, the university has an acceptance rate of only 17.5%. At the end of the presentation, many students requested additional information about the engineering programs.

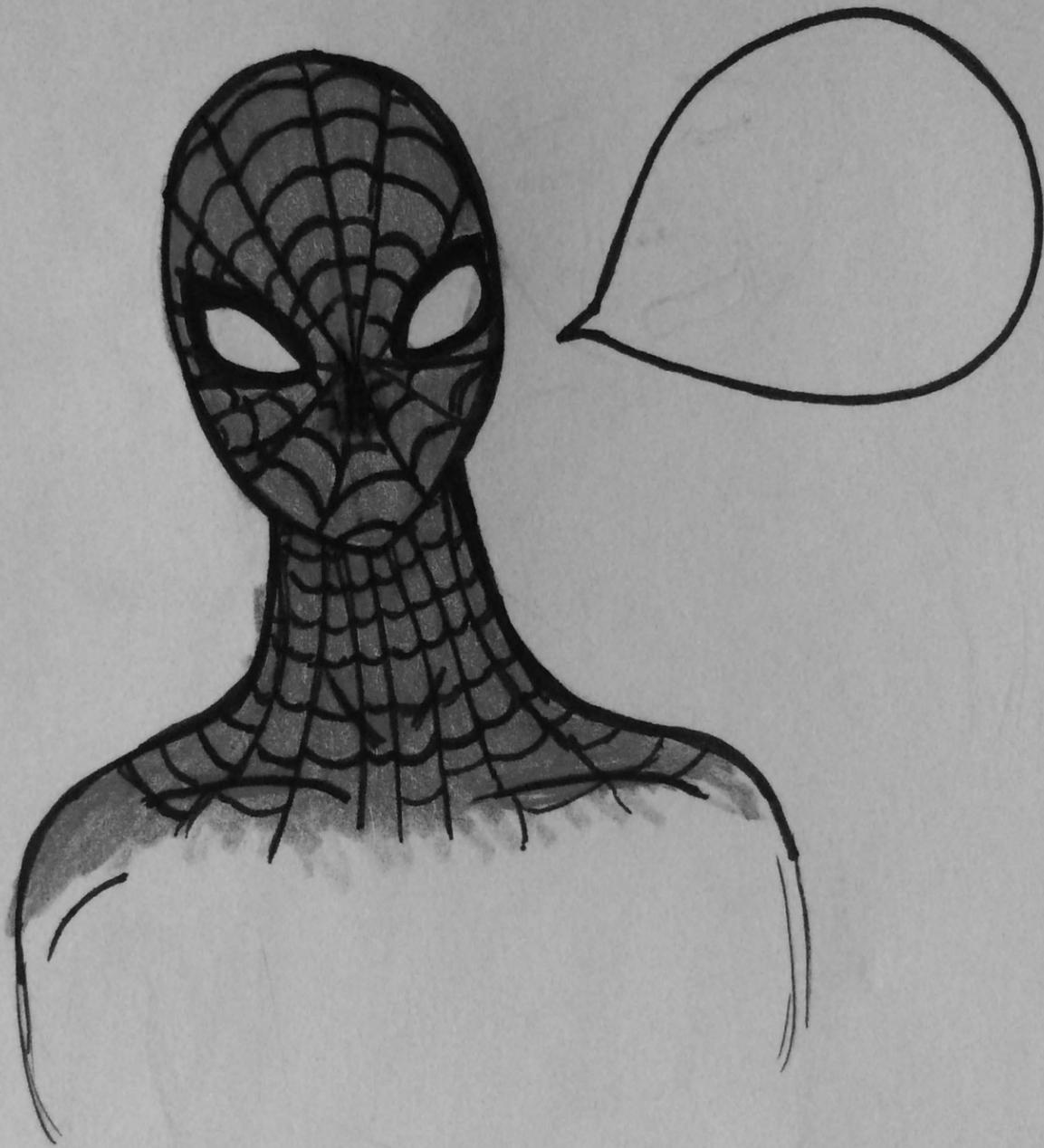
Following the presentation, the students boarded the bus to returned to school. During the bus trip, students stated variously their interest in engineering and that they thought the campus was worth seeing. Rudy Fernandez Saucedo said that he wanted to attend USC in the future because the small classrooms impressed him. Joceline said that she liked USC though is "it was huge."



Activities Page

NAME: _____

Directions: Finish the Drawing





Art & Pop Culture

Literature Review

SPEAK



BY KARLA ESQUIVEL
Staff Writer

One of the top banned books, *Speak* by Laurie Halse Anderson, is one of the many great books that are banned for containing “inappropriate” content. The story centers on Melinda Sordino a high school freshman. Before the school year started, some kids had an end of summer party, which she attended.

During that party, Melinda crashed the party by calling to police. Everybody now in school hates her for it but no one knows the exact reason as to why she did it. She tries not to think about it but she can't. She only has one friend, if she can call her one, Heather. Her parents also don't really talk to her but she seems to like it that way. She only talks to them through notes when she asks for something.

“We communicate with notes on the kitchen counter. I write when I need school supplies or a ride to the mall.”

Laurie has received so many thanks for this book by many people. They say that this book has helped them. Laurie has even written a poem about all the letters she's gotten. Here are a few lines of the poem:

**“This book cracked my shell
It keeps hurting I hurt, but
But your book cracked my
shell.”**

Readers can easily connect with Melinda and what is going on with her. They feel how she does, feeling like an outcast, hurt. “Melinda's pain is palpable, and readers will totally empathize with her. This is a compelling book, with sharp, crisp writing that draws readers in, engulfing them in the story.” Says School Library Journal. Laurie can makes readers feel like they are thinking the same thoughts, seeing the same things, experiencing the same things as Melinda.

However this book is banned or challenged because it contains some material that may be inappropriate for young readers. If it's banned or not, readers should take a read and judge it for themselves. I felt myself really attached to Melinda, when I found out the reason she crashed the party, I was in tears. When she made a sarcastic comment inside her head, I laughed. She never really had anything to say with her mouth, which many people can relate to. Not many say what is on their mind and Melinda is an excellent example of it. In most the book, she is almost mute, but when she explains why certain events happened readers will be surprised by what she says.

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Movie Review: The Addams Family

BY DIANE RODRIGUEZ
Managing Editor



As years go by and new horror films are released, viewers have developed a craving for gore, galore, and heart pounding suspense. As a result, we have forgotten the classics that once entertain us. Hollywood has evolved and with it, so have the films that it produces. Horror films have changed and have taken the word “scary” to a whole new level in order to satisfy the public.

An example of a Halloween classic that many have been forgotten is *The Addams Family*. The film was directed by Barry Sonnenfeld, an American filmmaker and television director, and released on November 22, 1991. Some other films that Barry has worked on include: the *Men in Black* trilogy, *The Addams Family Values* (sequel to *The Addams Family*), and *Enchanted* (a Disney film). Characterized as a gothic-fantasy-comedy film; the movie was based of an animated cartoon called, *The Addams Family*, created by American cartoonist Charles Addams,

which was a satirical inversion of the ideal American family.

The movie revolves around the Addams Family: Morticia Addams, Gomez Addams, Uncle Fester Addams, Wednesday Addams, Pugsley Addams, and Grandma or as they call her Grandmama. The film begins with Gomez grieving over the 25-year absence of his brother, Fester, due to a falling-out between them. Gomez's lawyer, Tully Alford owes money to Abigail Craven, a loan shark, and in order to save his skin he comes up with a plan to have her son pose as Fester since he highly resembles him. The Addams' are a wealthy family with a vault full of riches passed down from generation to generation. Abigail's son Gordon infiltrates the Addams according to plan, but then goes astray when he begins to emotionally attach himself to Wednesday and Pugsley. By this part of the movie, the Addams family suspect Fester is an imposter. This makes Gomez wonder if

he will ever truly get his brother back?

The Addams Family is full of dark humor that introduces a comic twist to the modern American family. The film is a classic involving weird creatures and hilarious well-developed characters. Although many people don't consider *The Addams Family* to be a scary movie, it won Best Horror Film of the Year in 1991 by the Horror Hall of Fame. It's a fun film that can be enjoyed by all ages and is even better when watched with family. *The Addams Family* gets four out of five lions for its creative and family friendly dark humor.

