

THE DRAGON

VOL 3, No 4 • Design Tech High School • dtechdragon.com • @dtech_dragon

May 15, 2019

Seniors Make Their Mark

By Claire Little

Junior Editor

How do you measure a class's impact on a school? One way would be to look at how many clubs and events they've been a part of or started. Or you could try to characterize how their values and personalities have been passed down to the younger grades. Either way you try to quantify it, the class of 2019 has made one big splash.

When it comes to personality, the members of the class of 2019 are kind, empathetic nerds who've become good role models to the younger students. The values that define them were embedded during their time in the dusty, loud warehouse on Rollins Road. That old campus is often romanticized as a magical place where students were free to build their own learning experiences and participate in the designing of the school.

While that's technically true, Rollins was also a chaotic and uncoordinated place that required students to adapt in order to survive. Two and a half years of being in the warehouse deeply imbued the now-seniors with a "resiliency" that, according to Government and Econ teacher Ken Klieman, "the freshman, sophomores and juniors are all watching."

When the campus changed, the go-with-the-flow traits stayed with the seniors. "We're used to just being a bunch of weirdos in a weird place," says senior Tyler Sanderville, who creates his own man bun accessories.

Many upperclassmen have expressed a feeling of remorse that the freshman and sophmores won't really get to experience that same hectic campus. Some of them have even made it a point to keep the renegade tradition alive.

For instance, seniors Asa Bensaid and Thomas Weese started their own student-led freshman d.lab, Design as Discovery, which helps seniors connect with the underclassmen and give them a taste of what it was like at the old campus. "We didn't have any formal experience, we didn't have any training, we just kind of freestyled it," says Bensaid.

The seniors have left their mark on more than just d.labs, though. From founding smaller clubs like Creative Writing, to fortifying major teams like Robotics and The Dragon, the seniors have left their mark on almost every extracurricular. "It has our fingerprints all over it," says Bensaid, about Robotics.

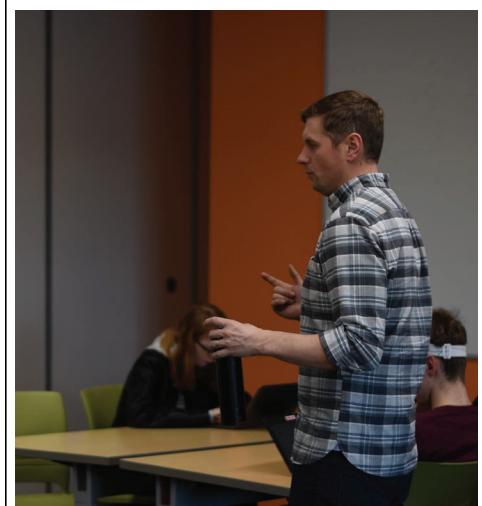
Senior Legacy continues on page 6.



Photo by Vlad Morozov

Staff Hit the Road

By Dragon Staff



Wade Wilgus leads his class.

Photo by Matt Silverman

In Silicon Valley, it's normal for startup companies to have a turnover rate of around 20 percent. d.tech is no different, though it may seem like a large number of teachers are not coming back next year. With almost five years under d.tech's belt, everyone at d.tech feels like family, and we will miss the departing staff members dearly. Here are some soundbites from the five who are leaving in June.

Wade Wilgus

US History teacher Wade Wilgus has been teaching at d.tech for four years, but will not be coming back for the 2019-2020 school year because of his long commute from Albany. Instead, he will be teaching at Envision Academy in Oakland.

Favorite things about d.tech: "The flexible scheduling, so I can do all the weird crap that I like to do on Thursdays, [like] the Nixon experiments the current juniors are doing now...The ability to try experimental things that wouldn't work in a traditional format or schedule."

"Teaching d.lab. That's one of the selling points for me. I've tried hard to make sure that when kids are in one of my d.lab classes they're doing a project that is practical and on behalf of a person they can talk to. Like, I don't want you empathizing with the door and then saying 'I propped a door: Design thinking!'"

Least favorite aspects of d.tech: "Our revision policy. At cut-off dates, suddenly people who could have turned something in two months prior, say 'Oh, now I have to actually turn it in' and your procrastination turns into my sudden spike in workload at a time of year where it's not my favorite time to do triple the work."

Proudest accomplishment at d.tech: "Making history come alive by making it participatory. Whether it feels like you're going through Watergate in real life, or creating a government from scratch and trying to reproduce the conditions of the early colonies before they became actual states."

Wendy Little

Although Wendy Little may stay on in some limited capacity, the Director of Intersession is moving to Rocklin, CA for her husband's new job. She's been a patient and positive presence at d.tech since 2012 - even before the school opened!

Favorite things about d.tech: "The students, by far... The staff are really amazing people to collaborate with and the community partners that have come alongside us have been so generous...the people are the best thing about working at d.tech."

Teachers continues on page 3.

Shift to Competency Based Learning

By Connor Fagans

Contributor

Competency Based Learning. It's the next big thing in education, and seemingly, the next big thing for d.tech. d.tech staff touts CBL as a system where students are assessed purely on what they know and where they need to improve. But this change begs the questions: How will it impact the d.tech community? And more importantly, how do d.tech students and teachers feel about the change?

Starting at the beginning of the 2019-2020 school year, d.tech will fully embrace the CBL educational model in which it's been dabbling for years. For those who don't know, CBL is a system where students go through school "mastering competencies" instead of passing assignments. Though d.tech implements components of CBL through the revision-based model we

use today, the changes will result in some very real differences—mostly on the back-end where teachers create their gradebooks and structure their curriculum.

Here's how it's supposed to work: Each teacher will establish a set of competencies, or skills, for his or her class that students are supposed to learn. For example, one competency for an English class might be writing a five-paragraph essay. During the course of that English class, students would have multiple attempts to write that five-paragraph essay and demonstrate mastery. So, if they don't nail it the first time, it's not the end of the world, as they still have other chances to try it. Progress towards mastery in class competencies will be recorded in the Canvas gradebook where students can view where they are strong and where they can improve. "It's a little more informative than just a 'B,'" explains math teacher Karen Atkinson. "It tells you what

your strengths are, like 'You've mastered this,' and 'Here's where you need to keep working.'"

A student's progress in the gradebook will be converted to a letter grade every few weeks using an algorithm, and this grade will be used to determine if that student is passing. Though there will be initial reliance on letter grades, the staff hopes to eventually move away from them. "At first, it kind of does have to be [grades] because that's what we know and that's what we're doing. I hope that ultimately it will be more about learning for learning's sake," says Atkinson.

Competency based learning often touts itself as a system that supports "learning for learning's sake," instead of collection of points. The system is designed to adapt to the abilities of students, providing support where it's needed and pushing students to be pioneering in areas of strength.

CBL continues on page 2.

STUDENT LIFE

May 15, 2019

CBL

But what about the beloved revision policy? Well, beloved to students, anyway. This is still being worked out, but one proposal being considered is that students will still be able to revise CCs, but they will only have to revise the parts on which they did not demonstrate proficiency. Students will no longer be able to revise PTs or UEs. Although this may concern some students, and downright horrify others, you may rest assured that there will be multiple chances to demonstrate proficiency in a competency.

Still, it remains unclear how well the system will support students who have already demonstrated mastery in the competencies laid out for a class. Do they need to keep doing all the assignments?

Many students hope not. "Let's say you learn something faster than your classmates, you should be able to move on," says Junior Marek Garbaczonek. "Because now [d.tech has] kind of stopped moving at your own pace, but I would like to see that come back."

But don't get your hopes up. Although nothing is set in stone, the staff seems interested in finding ways to encourage students to complete all the coursework, and the systems currently in discussion may effectively require the submission of all assignments in order to demonstrate a student's proficiency in numerous situations.

Until recently, many d.tech students were completely oblivious the coming changes, but the staff have been planning the shift since last

Intersession and hope to flesh out the details in June. Structuring this new system has not always been easy, with various challenges. "Especially for math, it's very different," states Atkinson. "Math has always been sort of like 'All right, here's your grade.' Tests are worth this much, homework is worth that much, and now it's like 'No, can you do these eight things or not?'"

Despite these challenges, many staff members feel that this change is long overdue and see it as a significant step in the right direction. "I think [...] when the school was founded they wanted to go there right away," hypothesizes biology teacher Neal Addicott. "So it's kind of like one of the initial founding initiatives that's just been delayed until we have the bandwidth as a faculty to handle it."

Physics teacher Chris Wall is also hopeful that the system will put more of the emphasis on learning instead of getting a grade. "I've been teaching [for] 20 years and you get pretty tired of hearing 'Can I get extra credit points?', and 'How many points is this worth?' explains Wall.

Atkinson personally experienced the merits of competency based learning after helping implement it at San Mateo High School last year. "We did it in Algebra One, and it was very effective," she says. "Students moved away from the 'Did I get number three right or wrong?' It was really like 'Hey, I don't know how to factor trinomials, can you help me?'"

Atkinson is optimistic about the long term outcomes at d.tech, but also acknowledges that there will be some difficulties. "I think [the changes] are exciting—in theory they're a great idea, It can just be harder sometimes figuring

out what does it look like, it's very different."

Some students are excited by the prospect of a system assessed by learning rather than the collection of points. "I think it's definitely going to help some students," says junior Katie Stamper. "For instance, there are some kids who just are really not great at one unit in math," explains Stamper. "So then if they get the opportunity to focus on that more instead of having to move on with the rest of the class. I think it'll help them in the long run." Senior Ross Fulkerson concurs. "I'm sure there's some little discrepancies or little wrinkles you gotta iron out to make it all work, but I think it sounds better than what we have now honestly, and will do a better job making sure students actually know material."

Despite remaining questions on exactly what CBL means for d.tech, or how exactly it will be implemented, everyone can agree on one thing. For any new system to work, the entirety of the d.tech community must be united. "There are some key things that the administration has to

keep in mind," says Flint, "[the] first being [to] talk to the teachers, get [their] opinions. An unhappy teacher does not teach." Flint is hopeful on the condition that the administration seeks feedback from teachers, students and parents. "I think there's a lot of legwork but it's definitely a move in the right direction," says Addicott. "My biggest concern is anytime you set up a new system, a new organization there's always going to be a fraction of the students who will look for a way to get around it."

The path of innovation isn't always easy, and the d.tech staff simply asks that everyone give the new system a chance. Though learning isn't always cut and dry, Wall believes that d.tech is making a statement by embracing innovation despite challenges. "I think we're up to the challenge of making a system that others would want to emulate," says Wall. He hopes that other schools will take notice of the innovative stance "and see that it does help students get away from that points-based mentality...We'll see."

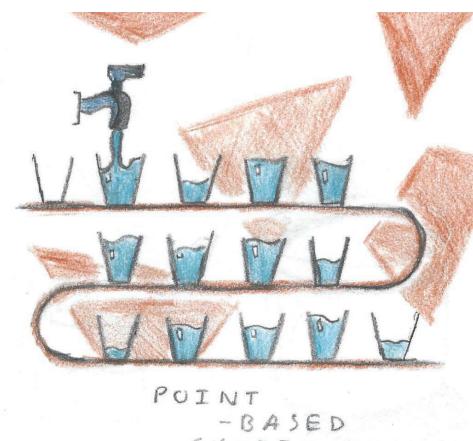
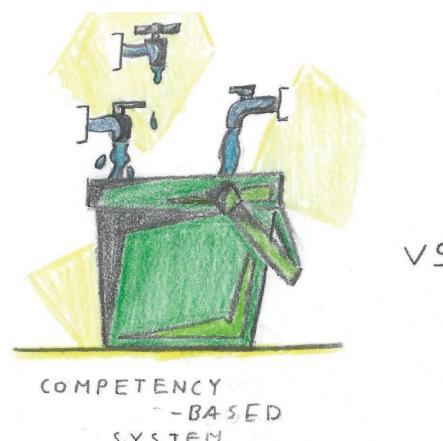


Illustration by Nicholas Gibson

Dragon Staff

Maria McAlister-Young
Editor in Chief (Print)

Hezekiah Smithstein
Editor in Chief (Website)

Asa Bensaid
Art Director

Jessica Baggott
Section Editor

Andrew Nourie
Section Editor

Ally Shirman
Section Editor

Ethan Yu
Section Editor

Matthew Silverman
Photography Director

Vlad Morozov
Broadcast Director

Jaya Reddy
Social Media Director

Daphne Palmeter
Copy Editor

Geran Benson
Apprentice Art Director

Claire Little
Junior Editor

Phoebe Rak
Junior Editor

Alexis Huang
Junior Editor

Jane Wang
Staff Writer

Lexie Lane-Crouch
Contributor

Conor Fagans
Contributor

Tyler Sanderville
Contributor

Jan Olshansky
Contributor

Lara Thornley
Contributor

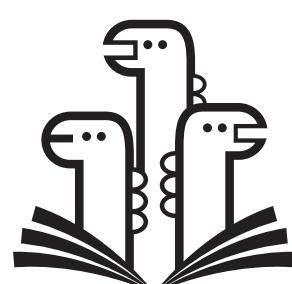
Yohanna Konardi
Contributor

Ethan Shedd
Contributor

Lili Blum
Contributor

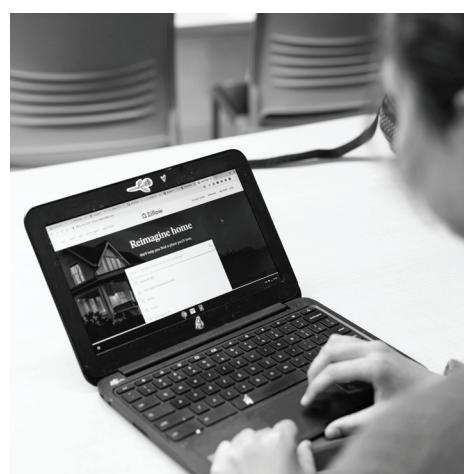
Lessley Anderson
Advisor

Address Letters to the Editor
275 Oracle pkwy.
Redwood City, CA 94065
ATTN: Lessley Anderson
OR
dtechdragon@gmail.com



Generation Z[illow]

By Lexie Lane-Crouch
Contributor



Grinberg gets ready to lose an hour.

Photo by Kelley Hill

Most people relax by listening to music, sitting on the couch watching TV, or by scrolling through their Instagram feed. What many may not have considered doing to destress is something a number of people at d.tech do: look at houses on Zillow.

Lessley Anderson, a beloved junior and senior English teacher and devout Zillow user said, "I've never been a smoker, but some people just to calm their nerves say 'I need a smoke break.' [Instead], I just sit in my car and pull up Zillow and just look for between 10 minutes and an hour every day. It's like an addiction."

Anderson is not the only one who is hooked. Junior Anna Grinberg said her use would exponentially increase per day, reset over the weekend, and then start over again on Monday. Though she is on the extreme end, the frequency and length of Zillow visits vary largely from person to person. Junior Talia Drue Gillette explains she will sometimes stay up all night until 5 am, though this is only a "bimonthly experience."

Answers varied for what kinds of houses people looked at and where—from potential

apartments up near Paso Robles, to multi-million dollar dream houses in Washington and Oregon. "I usually look at mansions in Beverly Hills and apartments near me, very weird. I've also once looked at places in Fiji and Italy just 'cause," said sophomore Sydney Schiller. However, as she pointed out, "I can't afford houses in Beverly Hills. It makes me feel poor."

Others had different concerns: "It's a time waster. I'd be doing that instead of homework sometimes," said junior Kevin Lynch, who looks at 100 million dollar mansions in Hillsborough that he obviously cannot afford. "In my mind this is attainable because I'm going to be rich one day. I'm not worried about that."

Every Dragon who browses Zillow has different things they look for in houses. Some like lots of water features, or being near the ocean. Some search for more modern houses, while others like a Spanish style house with lots of lush plants. Gillette said, "I honestly just look for the most weird fairy-like cabin looking house that you would find in the woods. Halfway between forest and fantasy."

Many Zillow users don't know that there could be another user just sitting across from them in Chemistry. Users think they are weird and the only ones who do it. Anderson said, "I had no idea that any child would look at Zillow. I thought it was a boujee homeowner thing. I told my husband about all the kids doing it and he laughed really hard."

Apparently even Zillow employees may be unaware. When told about high school students looking at houses online, Zillow's Senior Content Marketing Manager for Trulia Meredith Arthur responded over text, "I am surprised to hear that high school students are spending a lot of time looking at real estate sites and would love to know more about why." Lynch adds, "I don't think it's a lot of people that do it. I think I'm kind of weird for doing it," before hearing he was not alone. For people like Lynch, knowing there are others can bring comfort.

STUDENT LIFE

May 15, 2019

dtechdragon.com

Teachers

Least favorite aspects of d.tech: "Our size and our flexibility allows us to pivot quickly and try something new, but I also think that can get difficult because it can mean we're not fully implementing or evaluating before we pivot."

Proudest accomplishment at d.tech: "Launching the Intersession program and developing it, but really taking this year to work on it to bring aboard a team that can help sustain the work and grow it into even a better place."

Galen McAndrew

Founding member Galen McAndrew has been with d.tech since its inception five years ago as the Director of the DRG. He is now leaving because of the long commute paired with personal reasons, which include wanting to start a family. His current plans are to go into product management at a new startup. If that doesn't work, he will pursue his dreams to start his own company in the field of fashion and costume.



Director of Intersession Wendy Little.
Photo Courtesy Maya Richter

Favorite things about d.tech: "The thing I love most about d.tech is our willingness to try and innovate...to try things and see how they go."

Least favorite aspects of d.tech: "I have 30 kids in a classroom and 30 kids is way too many for me to design meaningful projects for them."

Proudest accomplishment at d.tech: "There have been students that did not think they could do something, and very clearly wanted to be told 'This is exactly how you do it'...and that is not my style. Try it and figure it out...And when they eventually did, they owned that, and seeing the students own that project and knowledge gives me a lot of pride and joy."

Marcus Marsall

d.tech's Athletics Director for the past three years, Marcus Marsall, is leaving because program changes at d.tech will no longer support his full time position. Although Marsall doesn't yet know specifically what he will be doing next year, he hopes to stay in a school setting.

Favorite things about d.tech: "I have built relationships with a lot of the kids here and feel I've made some sort of an impact on their lives,



DRG Director Galen McAndrew.
Photo Courtesy Maya Richter

which makes it really special for me...There's just something about the kids here that [is] close to my heart."

Least favorite aspects of d.tech: "Because we're a relatively new school, we have a lot of changing policies, so sometimes we might change things and the communication might not be there."

Proudest accomplishment at d.tech: "The baseball team. Myself and then Jose, a senior from last year, worked really hard to start the team. It was a team that I had a lot to do in creating, and the group that we have has gotten really close, had a lot of good experiences and next year they should be top contenders to go to Central Coast Section playoffs (CCS)."

Lessley Anderson

After three years of teaching at d.tech, junior and senior English teacher Lessley Anderson is leaving due to the annoying commute from the "cozy grittiness" of San Francisco. For the next year, Anderson plans to focus on perfecting her art by taking keyboard classes in jazz improvisation and piano performance at the City College



Director of Athletics Marcus Marsall.
Photo Courtesy Maya Richter

of San Francisco.

Favorite things about d.tech: "The students treat me like I'm a human being and not like some faceless authority figure to be shunned. They students make me laugh and there's a level of nerdiness I really appreciate."

Least favorite aspects of d.tech: "The revision/deadline policies. Just say I make a deal with my family to leave me alone on Saturday so I can grade all day. And 15 percent of the students don't turn in the essay. That means that then I have to budget extra time for when those assignments do come in. I'm just constantly grading because stuff is constantly coming in at random hours, and it's stressful."

"Teaching d.lab. I have to look at it through the lens of design thinking, and I'm not entirely confident about what that means."

Proudest accomplishment at d.tech: "Writers Workshop. I feel very proud that I was able to introduce two classes of seniors to forms of writing that most people never get a chance to try: journalism, fiction writing, playwriting and songwriting."



Junior English Teacher Lessley Anderson.
Photo Courtesy Quincy Stampfer

The Secret Pasts of d.tech Staff

By Lara Thornley

Contributor

What kind of jobs do you imagine d.tech staff members having in the past? Normal, boring jobs? Sitting in a cubicle, typing on a computer, drinking black coffee while eating a mealy corporate apple, perhaps? Incorrect! Some of them have had some previous jobs that will have you saying "Holy Guacamole!"

Try to imagine athletic director, Marcus Marsall as a duck...a real life giant duck! He was 19-years old and working for a tour company called something like "Quack Tours", the exact name having escaped his memory. During summers in college, working five hours a day, three days a week in San Francisco, he would dress up as a duck mascot, listen to music and dance. "I really liked it, it was fun...I got to ride my bike up to the city, and ya, it was just fun."

When asked about some of his weirdest experiences while working as a duck, Marsall talked about strangers he met. "So I sweat a lot, and I was in this duck costume which was really hot. So I would take pictures with people, or shake hands, but the hands of the duck would be all sweaty wet," recounts Marsall. "The kids would be like 'Ewww the hand's all wet!' They didn't see me so it didn't affect me really, but I just felt really bad and awkward."

Along the lines of animals and awkward encounters with strangers, English and Model UN teacher Rachel Siegman used to walk donkeys from ages 14 to 15. When asked about her hours, she says, "Donkey walking was like twice a week, two hours each time. It's not that bad; there were only two donkeys." Both donkeys were owned by the town she lived in at the time, and she first started walking the donkeys thinking it was a volunteer opportunity. Then they called

and asked her to do it again, which turned out to be the training and the application to become a paid donkey walker.

"I can't remember the names of the donkeys, but I liked them," says Siegman. "I thought they were really cute so I was like 'Yeah I wanna be a donkey walker, that's like the coolest thing ever!'" Siegman also used to work at a frozen yogurt place, but says "The frozen yogurt felt more like a normal job. I felt like the donkey walking, um, didn't feel like a normal job." Since the trail Siegman walked the donkeys on was also used by bikers, and walkers, she'd get some strange looks while walking them.

On the other hand, a seemingly normal job can actually be really weird. History teacher Wade Wilgus once worked as a handyman for "a witch or a shaman, it was unclear," he says. Once, while he was working, his employer was doing massage work on a larger man, and needed help holding him down so that she could crack his back. "So I was called in from digging holes in the yard to hold down a 300 pound man so she could do some light chiropractic work," he says.

If that's not weird enough, prototyping teacher Galen McAndrew used to travel around Spartanburg, South Carolina as a science guy with a bow tie. "I became a traveling science guy in 2012 to 2013, and then I guess summer of 2014." he says. McAndrew also had some interesting times at his job. "I would have to drive to wherever the thing was, and like take all of the stuff, and there were times where I would have a car full of live snakes, and I would have to make sure to park some place they wouldn't get too hot 'cause it was South Carolina, so that was always entertaining."

So, there you have it. Considering how exciting their previous jobs were, you might wonder how they live with themselves, working in a boring classroom...still eating mealy corporate apples.



Illustration by Nicholas Gibson



Illustration by Nicholas Gibson

PEOPLE

May 15, 2019

Sing, Kasvi, Singh

By Maria McAlister-Young
Editor in Chief (Print)

Not everyone is able to say that the filming of America's Got Talent was paused so that they could use the stage for a performance, but this freshman can. As a singer hand-picked for an honor choir, she joined top singers from five different states to perform in a show in Pasadena, California on the America's Got Talent Stage, an experience she'll never forget.

For freshman Kasvi Singh, singing has been a part of her life for as long as she can remember. Singh herself acknowledges the irony of her last name, commenting that "It's funny because my last name is Sing(h). Singing and I just went hand-in-hand—it's like fate."

Singh has participated in multiple talent shows, starting as young as first grade. She also has sung in different competitions, including one in the South Bay. "It was kind of like a simulation of American Idol but for teens here in the Bay Area," says Singh. Singh placed in the top 20 out of around 200 total contestants. Singh was incredibly proud of what she accomplished and she was able to meet "some really really cool people from all over the Bay Area," including vocal and dance coaches.

Outside of competitions, Singh sings with Peninsula Girls Chorus. Junior Michaela Thompson, a member of her choir says that Singh is "really nice and supportive. When she knows the music, she's very helpful without being rude



Freshman Kasvi Singh sang on the America's Got Talent stage.

Photo by Kelley Hill

about it," something not everyone is able to do.

Singh says the act of performing calms her nerves. "I get so nervous backstage, but once I start singing I realize that I love [singing] and the beforehand jitters just go away and it all goes smoothly," she explains. Currently, Singh

loves to cover all sorts of genres. However, she says her all-time favorite songs to sing are Alexandra Burke's version of "Hallelujah" and "I Can't Help Falling in Love" by Elvis Presley. "I just think those songs are so pretty, and have such a powerful meaning," Singh explains. She

dtechdragon.com

also says that "My Heart Will Go On" by Celine Dion has sentimental value because it was the first song she ever performed.

Singh also occasionally accompanies herself with piano. After learning the basics through lessons as a child, Singh is now able to learn the majority of her music from YouTube. In fifth grade, Singh started learning violin, but soon realized that what she really loved was singing. Though she still knows how to play, she finds it difficult to sing while playing violin, making it one of her lesser-played instruments.

Though she does have a few original songs, Singh hasn't performed them for anyone yet. When asked if she had plans to write more songs, Singh said she's keeping her options open. For now, Singh is happy to sing her favorite covers and make sure she "always keeps music as a side passion." Her future plans, however, lie in a more STEM oriented field: AI.

Singh explains, "AI is something that's really new and popular in the Silicon Valley, so I just really want to explore all the possibilities with it." After noticing a striking gender gap at a STEM summer camp, where she was one of only five or six girls in a group of 20, Singh became interested in bridging the gender gap in tech. She is currently working with junior Adelyn Chen to start a coding club for girls at d.tech. "I really just want to raise awareness that technology is not meant for only one person and that it's meant for all," says Singh.

Whether she ends up going into AI or a different STEM field, Singh knows that music will always be a big part of her life. "I will never stop singing; I just love it too much," Singh confirms.

Marek: Leader of the Pack

By Jan Olshansky
Contributor



The leader of the pack shows his alpha glare.
Photo by Matt Silverman

After running a six minute and thirty second mile, with a 40 pound backpack on, Marek Garbaczonek arrived to class wearing a shirt with no sleeves that read: "I flexed so hard my sleeves fell off." Red in the face and sweating, his first thought was: "How am I not late?"

Marek is a physically elite student, originally from Poland, who goes to Design Tech high school and will graduate in the year 2020. Marek is best known for competing in sports such as soccer, cross country and swimming. In these activities, he asserts his alpha presence, not accepting defeat. His best friend, junior Ethan Kravitz, says that Marek "makes you feel like he is attacking you for not being as intelligent." Intentionally or unintentionally, one thing is clear: Marek is the leader of the d.tech pack.

Marek is one of the few individuals who is known schoolwide for his power and personality, which is mainly displayed by walking around in short sleeve shirts and hanging out in Mr. Groat's room coding. If you say the name "Marek", most juniors know who you are talking about, and what his hobbies are: going to the gym/playing sports, programming, and singing/listening to music. Junior Owen Walsh says, "When we were

on a camping trip and he sang 'Shape of You' by Ed Sheeran I cried a little. It was like the 7th layer of heaven and I have had a bunch of dreams about it."

Now that you know about Marek's influence on other men, to get the full picture, you need to know how he affects women as well. When asked in what way Marek had most impacted her, junior Inti Carranza says, "I don't know, It's hard for me to pick just one thing." When thinking about his aura, she says it is definitely orange, probably because it's a strong color.

Marek's color may be strong, but how did he get such a strong color? One of the reasons Marek is known is because he does whatever his heart desires and is not affected by others' opinions on what he does - a muscle man with a heavenly voice, the young Arnold Schwarzenegger no one dreamed of.

In an interview, he explained that his parents are okay with whatever he wants to do. "If when I grow up I want to sort fish, they would be on board with it," he says. Maybe this is the mystery solved - why Marek doesn't care about the opinion of his peers - it's because his parents support him, and that's all he needs to feel confident in himself. Marek has a very close relationship with his them. "Even though both of my parents are 45, they talk about death sometimes, and it's really traumatizing," he says.

In addition to Marek's emotional impact, the person who knows him the best at d.tech says he's also good at motivating people. "He kept me on top of my schoolwork," says Kravitz. "He procrastinates too, but he gets his work done." Kravitz adds, "He slaps me on my back and says 'Get your work done.'" Marek tells Kravitz that he has 80 pages left to read in two days, and to get started.

Despite his adept brain, and ability to work around problems, Kravitz says that in the future, his close friend will probably be "just a regular office worker, to be honest." But at the very least, Marek would be the guy in the office giving everybody a slap on the back, getting them back to focusing on their work.

Math Man Shawhin Layeghi

By Jessica Baggott
Section Editor

You might see his fingers flying across the keys of a piano. Or maybe he's wearing a suit and carelessly loose tie before one of the Model United Nations team's conferences. You may see him with a small grin, making anyone laugh with his unconventional comedic timing and strange observations. It is undeniable that sophomore Shawhin Layeghi is a man of many talents.

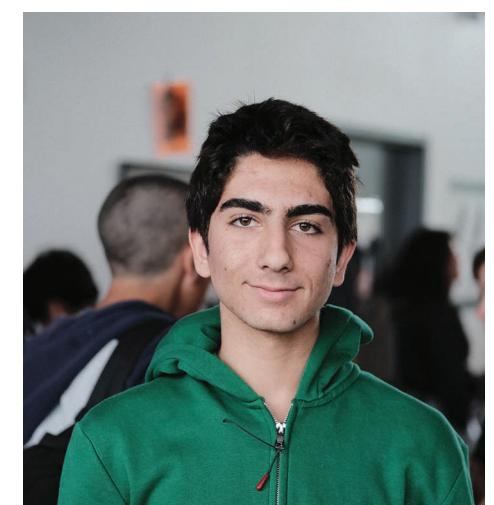
Most know Layeghi for his prowess in math, which he attributes to luck: "If I tell people I took Calculus as a freshman they're like 'Oh my God you must be a genius!'" However, "all that happened was I had a little above average comprehension of math, and in my middle school we were offered an extracurricular Geometry program." This was the beginning of Layeghi's advances in math.

By eighth grade, Layeghi was teaching himself Trigonometry and Algebra II via Khan Academy. He jokes that "it turns out that's all of Precalculus." Now in 10th grade, Layeghi is taking Discrete Math at the College of San Mateo, which according to him is "the math you need to know for computer science."

Although unimaginable for many students, Layeghi loves doing math in his free time, and even during times when he isn't necessarily free. Fellow sophomore Jeremy Baum explains that Layeghi is Spanish teacher Carolina Moroder's "favorite mathematician." Or, in other words, "He's really good at doing math in other classes."

Model United Nations team advisor Rachel Siegman has also found this to be true: "In a classroom that is part Environmental Science, part English, and part International Studies, [Layeghi] took up a whole whiteboard of math notes and he wanted them to stay there for... ever, it seemed like." She continued: "I really just could not bring myself to erase it, especially because there were little doodles and drawings of characters around it that were somehow too cute to take away."

Layeghi most enjoys doing Geometry and



Renaissance man Shawhin Layeghi.
Photo by Vlad Morozov

Number Theory because "it is really based on creativity as opposed to just memorizing formulas, which is honestly stupid and kind of defeats the purpose of the fun part." Layeghi also enjoys doing proofs. "A few days ago I proved that if you add a number to zero, it's the same as adding zero to that number," he recounts proudly. "I basically forced that proof onto anyone who would acknowledge my existence."

Even Layeghi has struggled with one proof for years: the Steiner Lehmus Theorem. "Sometimes I struggle to come up with creative ways and creative solutions to [prove basic math theories]," he admits. This, however, does not in any way discourage Layeghi, and simply proves his perseverance. "I really like research and creating new things," Layeghi says.

Layeghi's interests for life after high school lie in research. Currently, he thinks that he would like to do research in math or physics, but he acknowledges that "my interests are definitely changing." He sums it up by saying that whatever his career, he wants to be "not just learning something new, but creating something new."

Don't be intimidated by Layeghi's many accomplishments—You could become a math whiz. All you have to do is follow Layeghi's lead: a genuine interest to learn and a willingness to try new things.

PEOPLE

May 15, 2019

dtechdragon.com

Life Outside the Bay Area Bubble

By Jane Wang

Staff Writer

When you think about the "Bay Area bubble," perhaps some of the first things that come to mind are glass-windowed tech companies towering over green lawns, and hardcore liberals aggressively protesting in the streets. Or you might think of rainbow-hued pride parades and a cultural hub for America's minority groups.

Many people who've ventured out of the Bay Area bubble can attest that San Francisco and the Peninsula are not at all snapshots of America's vast geographic majority. Not every place has authentic pad thai, or school environments so embracing of cultural differences. So what does life look like outside the bubble? And what does the bubble look like from the outside?

d.tech graduate Julia Wang is a Bay Area native and a freshman at Washington University in St. Louis. Having grown up all her life within a robust Asian community in San Mateo County, the St. Louis outskirts have been somewhat of a transition. "The neighboring areas are very...white, predominantly," she says. When she goes to restaurants and stores, she often feels hyper-aware of being the only Asian person there. "At home, I knew that most people came from immigrant families...It feels odd that that isn't really normal for everyone," says Wang.

As a member of WashU's women's ultimate frisbee team, Wang has also traveled to other Midwestern states, such as Oklahoma, that feel even more white. "I didn't feel judged, but I was a lot warier because I didn't know what backgrounds the people around me were from, and I didn't know if anyone would say anything," she says.

For d.tech alum Piotr Garbackzonek, currently finishing up his first year at Boston's Berklee

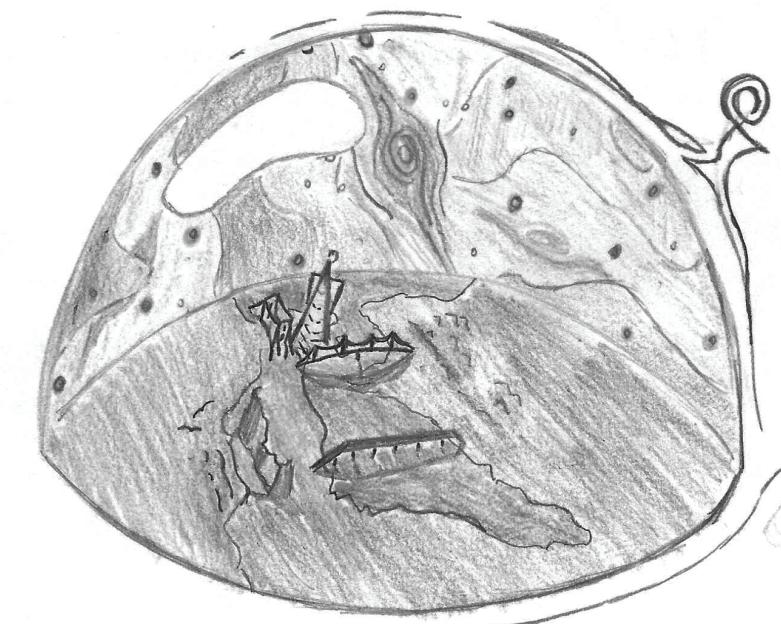


Illustration by Nicholas Gibson

School of Music, his family's move to the Bay Area from Poland at the age of 12 was one he's deeply grateful for. In Poland, Garbackzonek says, the majority of people are white and Catholic. "They all have the same beliefs and aren't very open to anything else," says Garbackzonek. Ethnic stereotypes run rampant. "Jokes that are considered good there are not necessarily tolerable in the United States. [The culture] was a little racist...It's almost like a dystopian society," he says.

Garbackzonek's exposure to Bay Area diversity was what first initiated his shifting worldview. "Coming here was an eye-opener; everything I learned in Poland doesn't really match up with how things really are," reflects Garbackzonek. "There is no one religion...no one belief...It was very interesting to see that."

d.tech education specialist Emmy Joseph

grew up in northern Virginia, 40 minutes away from Washington DC, putting her in a sweet spot with a lot of diverse political perspectives. "You'll meet people who are on both ends [of the political spectrum], extremely so," Joseph says, but the majority of people are in the middle. "There were a lot of conversations there...a lot of learning and understanding," says Joseph. Although Joseph appreciates the Bay Area's intensely progressive atmosphere, growing up in an environment with such diverse views has allowed her to see its limitations. "Sometimes it feels suffocating in the desire to be super progressive," says Joseph.

Senior Tyler Sanderville has moved quite a bit throughout his life, from New Mexico to Arkansas, Arkansas to Arizona, until arriving finally in Foster City, California. Although he doesn't remember much from his early relocations,

the one experience that does stand out is a visit back to Arkansas during his middle school years. Having acclimated to Bay Area suburban culture for a few years already, Arkansas was a culture shock.

"One of our family members tried to take us on a nice night out in this Benihana rip-off...in the middle of nowhere," reflects Sanderville. As he walked into the concrete building, he was taken aback by the explosion of oriental decor. "It had a koi pond, lanterns all over the place, and it was just so extra," Sanderville remembers. "And then my family asked for chopsticks and the waitress was like, 'What?'" It felt to him like all the typical East-Asian stereotypes consolidated into a single restaurant.

Although Sanderville doesn't believe in getting into political conversations—"If you want to have a [legitimate] political identity, you have to put an obscene amount of time into seeking genuine truth"—he does have a critique for Bay Area political personalities. "Everyone is so open-minded that they are almost close-minded," he says.

Despite the disparities in their experiences, when it comes to the benefits of venturing out of the Bay Area, it's clear that getting a different perspective is never a bad thing.

"[Since] I'm able to explore other cultures and other places, I have a better sense of how to behave...so I cannot cause any misunderstanding," says Garbackzonek. "You can still get that in the Bay Area... but it's never the same."

Joseph sees a great political outcome in exploring other cultures. "I think the current political climate is a result of people functioning in echo chambers, listening [repeatedly] to people who think just like them," says Joseph. As these views keep getting reinforced, they become people's only truth. "Go to conservative areas for a little bit and understand that they are human beings too," continues Joseph. "That they have reasons for believing what they do, even if you don't agree with them."

Dungeons and d.tech Dragons

By Jasmin Texidor

Contributor

Get out the dice and prepare for a journey that'll take weeks, and possibly stress a few friendships: Dungeons and Dragons. A role playing game created in 1974, D&D has many fans within d.tech's community. From freshman to seniors, they've given in to the temptations of temporarily ditching their real life in exchange for living the life of a buff warlock with a vendetta against demons.

The rules of D&D are basically this: somebody acts as the guide, or Dungeon Master (DM), and creates an imaginary environment and narrative for the players in the group to interact with. Each member of the game takes on a specific character, like an elf, that has certain attributes, such as being naturally talented with magic and music. To "play" the game, you simply tell the DM what your character wants to do, and the DM then tells you what the results are based on the overarching narrative. There are dice rolls involved, of course, of the many-sided variety. For instance, you might have to roll before a fight with a demon in a cave, to find out how much "strength" points you accrue, and therefore how likely you are to defeat said demon. You know the game is "over" when a pre-written story has reached its end, or when your group decides to disband.

Many d.tech students were attracted to Dungeons and Dragons, or D&D, for many of the same reasons they enjoy d.tech. Senior Alex White, who's been acting as the Dungeon Master (DM) of his group for a few months was initially hooked by "the idea that you're playing, or creating a world with your friends that's only

limited by your imagination." The unique aspects of player involvement and inventing new stories are second nature for our self-directed students, making this free form game one of the most popular hobbies on campus.

Others get involved for the comradery. At least, that was White's initial draw when he first started playing with fellow seniors Lorenzo Despues, Marius Tali, Tyler Sanderville, and Cyrus Kanga. Oftentimes, their games take up to ten or twelve hours to finish, not including their tradition of heading to Costco before a session starts to buy giant containers of jelly beans. However, a D&D game can pretty easily turn sour, straining even the tightest bonds of brotherhood. One time, White's group became so exhausted he issued a punishment for every act of retaliation, forcing members to roll for a random side-effect. "There's essentially an infinite amount of arguing meant to be had," admits White.

Those who trivialize D&D might be surprised to learn that it involves quite a lot of research and reading. Sophomore Ben Davis, a player of two years, says he's "done the most studying [he has] ever done in [his] life for D&D." DM's typically consult manuals, podcasts, or YouTubers like The Dungeon Master's Guide, The Adventure Zone and Matt Mercer to construct scenarios and narratives. Recently, for instance, Davis had to step in and discipline one player trying to summon God when they had no power to do so.

In contrast to the life of a DM, players aren't required to know everything going in. Good news for newbies: Senior Sean James-Hickey advises players to ditch the rulebooks and learn through experience. "If you're a player, it'll be a lot less fun for the DM if you know what to do," he says, because "if you don't know what to do,

when things happen you won't know how to react to it and that's much more interesting to watch." For instance, Ware once had his group walking through a town and James-Hickey decided to steal someone's cat, unprompted.

Sometimes no amount of studying can prepare a DM for the wrath of their players. Seniors Andrew Ware, Kieran Jeung, Sean James-Hickey, Brendan James, Troy Springett, and Kehl Shaw participate in a D&D equivalent game called Pathfinder. The two share many similarities and mainly differentiate when it comes to character customization. Instead of the DM of D&D, Pathfinder has a Game Master (GM).

Sessions in this group usually take a turn for the worse. In Ware's group, for instance, James and James-Hickey's characters took some time off, resulting in arson and unexpected motherhood. "Brendan and I, we were both witches so

it's like our coven's day out," James-Hickey said, "so we went to that, come back and the town: GONE." During the time both witches left, the other players decided to trap a town's villagers in a mansion, lock the doors, and set fire to said mansion. "They just stood outside with everyone burning," James-Hickey recounted wistfully, as if reliving the memory once again. Not only were all the villagers killed, but one mother survived just to be slain at the hands of Jeung's character. Her baby was rescued by James-Hickey. "I take the baby and the baby is mine. I'm a new gun-slinger mother."

Whether you're a renegade hell bent on breaking the rules and testing your DM's intricate narrative, or a new player just trying to figure out the rules, D&D has opportunities for any type of person. Though no girls were present in any of the d.tech games included in this story, there are all female, or female-driven D&D games out there, too. Really, all you need is a good imagination, patience, and potentially a Costco card. And the rest, as they say, is a roll of the dice.

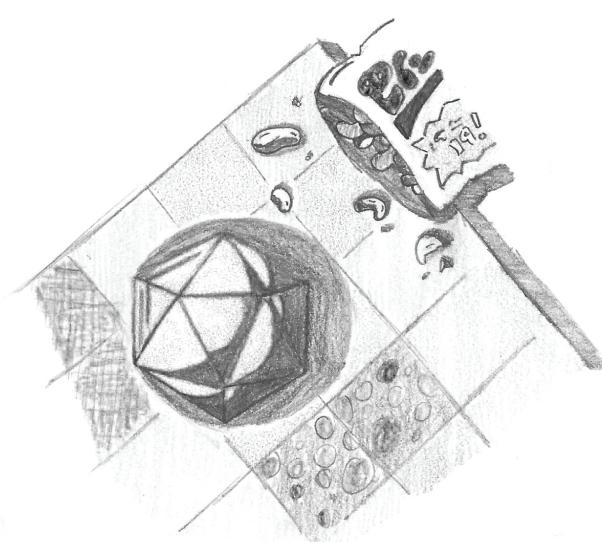


Illustration by Nicholas Gibson

THANK



Senior Legacy Cont.

By Claire Little

Junior Editor

Events like the multicultural show would not exist without the dedication of seniors like Alexxus Faalogoifo and Elliot Boz, who also created Diversity Council to ensure everyone felt welcome at d.tech. Model United Nations (MUN) morphed into an honors social study course with a leadership team of almost exclusively seniors. They've filled positions like President and Financial Coordinators, as well as boosting team spirit in their own ways.

Another senior legacy is Dragon Day, an event that helps incoming freshman ask questions and get a chance to make friends before school begins. Seniors Maggie Frank, Maeve Kelly, and Melina Shapiro were the founding team to start and coordinate this event.

Their mission was to retain new students, specifically girls, who were having a hard time transitioning to a new school in order to fight the widening of the disproportionate ratio of males to females at d.tech. "We're trying to see if we could help...people who might be having some issues separating from their friends and not

going to their local high schools," Kelly explains. The whole idea of helping freshman feel like they belong is what first motivated these seniors to volunteer for Dragon Day.

Their event has now existed for three years, and Kelly has seen positive results. "I think it worked. I even talked to a couple of the freshman this year and they said if they hadn't met people at Dragon Day, they would have thought about not coming," she says.

Freshman Iona Pratt-Bauman verified Dragon Day's success, saying "It really helped me meet people and make some friends." If their event continues, it may be one of the largest and long-lasting senior achievements.

As the teachers reflected on the senior class, the most common trait they mentioned was kindness. "It's cliché at this school, but...the seniors are really empathetic," says English and Model United Nations teacher Rachel Siegman, adding "They're kind of relaxed and they really get it."

Executive Director Ken Montgomery adds

that, "the current seniors here really look out for each other [and]...buy into the mission. I hope that's [their] legacy, and I hope other classes pick up on that."

They've also been described as a band of misfits, with their fair share of larger than life personalities. One of the first personalities that come to mind when thinking about the senior class is jolly Jacob Floro. He's known for his peculiar, and often hilarious, shenanigans. One such antic was when Floro went to formal in his lifeguard uniform, then proceeded to spill apple juice on said uniform, and still had the confidence to stand tall. "I remember he came up to me and was like, 'Maya, Maya look' and it looked like he just peed his pants but it was apple juice," says senior Maya Pratt-Bauman.

Twins Tatiana and Georgina Fakoukaki also take center stage when entering a room. One notable contribution they made to d.tech was directing and producing one of the first student plays, *21 Chump Street*, a musical about a student getting caught for selling drugs to

an undercover cop he loved. The twins, with the help of lead actors Tony Julian and Maeve Kelly, also seniors, created an impactful and well executed production.

Sometimes the seniors' quirky traits manifest themselves in unexpected ways, like when senior Slava Iarmalenko made a business out of selling popcorn or when senior Kehl Shaw brought his pet chicken, Ginger, to school. Shaw explains, "We had a chicken in our backyard and I was riding my bike to school that day, and I thought 'You know, this is something that I want to be remembered for,' so I picked up the chicken, put it in the basket of my bike and rode to school," adding, "She loved the ride."

Considering all of this, maybe the warehouse did actually change the class. Maybe the idea of going to a high school that had only existed for a year, a high school without a permanent home, changed the students. Or maybe it's the other way around. Maybe the seniors are the ones who changed d.tech.

U, NEXT



Illustration by Zoe Hong & Asa Bensaid

My Senior Regrets

By Yohanna Konardi

Contributor

Coming from a traditionally Asian background where education is held in the highest regard, I was raised with the mentality that getting into the best colleges should be my top priority from the very beginning of my high school career—and that's exactly how I started off at d.tech.

This is one of my biggest regrets, looking back as a senior at Design Tech. For the first two years of my high school career, I was spread incredibly thin over several extracurriculars; if I thought it looked good on a college application, I did it. Whether I enjoyed it or not.

This led me to become extremely unhappy at school. I never had time for friends or projects that I was actually passionate about. Mental breakdowns from stress were frequent, but I convinced myself that I was fine. I thought it was normal and necessary to get into a good college, but I didn't realize how miserable I was. I prioritized my college "resume" and put it before my friends, family, and even before my mental and physical health. I honestly can't remember what extracurriculars I did in my freshman and

sophomore year, which arguably means I must not have done anything meaningful for myself in those years.

When I sat down to look at the Common Application in the beginning of junior year, and yes, it was a bit early for that, I was shocked to find that there were only ten slots to list your extracurriculars—and you only have 150 characters to describe them. No matter how carefully you utilize those 150 characters, it's extremely difficult to display how that extracurricular is meaningful to you.

You may have heard this before, but I'll tell you again. Colleges look for quality over quantity. They're not looking for a student with a checklist of meaningless extracurriculars.

When I saw this, I realized that my actions were misguided for the last two years. I dropped a few things that I didn't really enjoy doing, such as volunteering at a suicide hotline prevention center and a "passion project" I wasn't actually passionate about. I also stopped taking community college classes that I thought would look

good on my transcript. I did things that actually interested me and made sure to keep my life balanced.

In doing this, I found that I was far happier in everything I did. I've left behind a trail of unfinished projects my first two years of high school, and I realize now that it was because I was never genuinely excited about them. The new passion project I picked up was something that I cared about. My team members and I were able to create VidaCam, a device that assists women in doing self examinations for breast cancer in the comfort of their own homes.

We got as far as filing for a patent, and for the first time in my high school career, I was content with how I finished the project. I wrote about this in my college essays, and my enthusiasm for the project made it easy to convey the passion in my words.

With these past experiences in mind, I'm ready to step into my next chapter of life: College. And if you're wondering, no, I am not attending an ivy league college this fall, nor am I entering

one with a sub five percent acceptance rate. I realized that none of those colleges really fit my style of learning nor did they have my major of interest, so I didn't bother applying.

I realized that in the end, a degree is a degree. While it is true that higher standing colleges may have better connections or reputations, those resources will only take you as far as your personal quality of work performance goes. What matters most is your experience in that college and how well they equip you for the future.

It's all right to have a lot on your plate for the sake of exploring your interests, but make sure you can handle it. When writing my college essays, I found that I barely spoke about the extracurriculars I did solely for the sake of college, and when I tried to, it was difficult. However, when I wrote about the things I genuinely enjoyed and did for a longer period of time, I found that my words flowed more easily and I was able to create a far more impactful story. So take my advice: Don't do it just for the application.

REVIEWS

May 15, 2019

dtechdragon.com

The Shedd Report: Beach Edition

By Ethan Shedd

Contributor

The wait is over. I, Ethan Shedd, have trekked across the Bay Area (aided by my parents' driving) and infiltrated five local beaches. For your pleasure, I have questioned strangers and interviewed some of d.tech's coastally-inclined, to bestow upon you a detailed report of these sandy waterfronts, listed from North to South.

Starting at the tippy-top is San Francisco's Ocean Beach: this three-miler is not only pushing on the length scale, but is also very wide as well. With an advanced surf, it has a strong rip current to match; none of the surfers I know mentioned going here for surfing. Anya Manes, a mother who I met on the beach explains, "Some of my best memories of Ocean Beach are being able

to come here and attend the bonfires." Ocean Beach is the only place in San Francisco — and the Peninsula — where beach bonfires are legal. You just need to get a permit to light one.

Moving down the coast, we bump into Fort Funston Beach, which is less than a mile from the San Francisco Zoo. As cool as it would be, I saw no gorillas clad in Speedos®. Fort Funston is known for its dog-friendly policy and resulting abundance in canines that lurk on the beach and cliffs above. Marcus Marsall, d.tech's Athletics Director, says he favors Fort Funston Beach for workouts because of its sand dunes, which he uses for "sprints and jumps." However, he explains his workouts are "not in the main area where people have their dogs, like further North."



The Jetty at midday.

Photo by Ethan Shedd

Beachgoer Doreen Malaspina says she's been taking her dogs there for 40 years. Malaspina describes it as an often-changing beach: "It's different every time you go down there; sometimes it's very white, sometimes full of seashells, sometimes it's black, sometimes it's big."

Pacifica State Beach, or more colloquially, Linda Mar Beach, breaks away from the urbanity of San Francisco, exuding a laid back and mellow feel. If the last two options aren't tickling your

fancy for surf opportunities, grant your peepers a gander at this one. Founder of d.tech's Surf Club, junior Lydon Fuller, has known the ocean since he was but a youth (six years old), and rates this beach as one of his top picks. Fuller lays down the base requirement for this accolade: "It's gotta have a good break." As someone who neither actively surfs nor knows what a "break" is, I trust him. Later, I Googled it and found it's "a



Ocean Beach, in all of its foggy glory.

Photo by Ethan Shedd

permanent obstruction such as a coral reef, rock, shoal, or headland that causes a wave to break, forming a barreling wave or other wave that can be surfed." If six years old isn't early enough, junior Owen Walsh, a beach man since "about three years old, so pretty much from the womb," calls this beach "an exceptional surfing spot." However, it's not all peaches and cream: Parisian boogie boarder Ronald Raubay confesses, "I was expecting like to have a big sand, a big field of sands, but here is just rock. And on my bare foot, it hurts a little." It's true, some areas of Linda Mar



Linda Mar in a moment of relative calm.

Photo by Ethan Shedd

being "super chill," and, "kind of predictable." Despite being a smaller beach than Linda Mar (which is not the case for its four-mile counterpart, Half Moon Bay Beach), the Jetty still sees its fair share of people. "When the waves get good, there's a lot of people; it gets crowded," says Grinberg. Dr. Alessandro Cesarano, an Italian surfer visiting from Florida where he grinds the waves every weekend, says, "Everything is just so beautiful, like the mix of having the rocks and the mountains so close to the beaches makes it unique and that's something we don't have in Florida." Take that, Florida.

Closing with the Batman to the Jetty's Robin, the northern section of Half Moon Bay Beach, where I found a family friendly beach with some

dogs and a smaller surf. Mark Edwards from Fremont, enjoying the setting from his beach chair and casually watching his son play in the ocean, remarks, "It's family oriented and you can see there's lots of dogs out here. So people are very open, very, very friendly." Further up the beach sits Oliver Quinn, a middle school surfer and Half Moon Bay local who surfs between the Jetty and Half Moon Bay Beach. "[It's] beginner entry waves. They're really small, which sometimes can be good and flowy," he reports about the tides. Half Moon Bay Beach and the Jetty: manageable tides and good vibes.



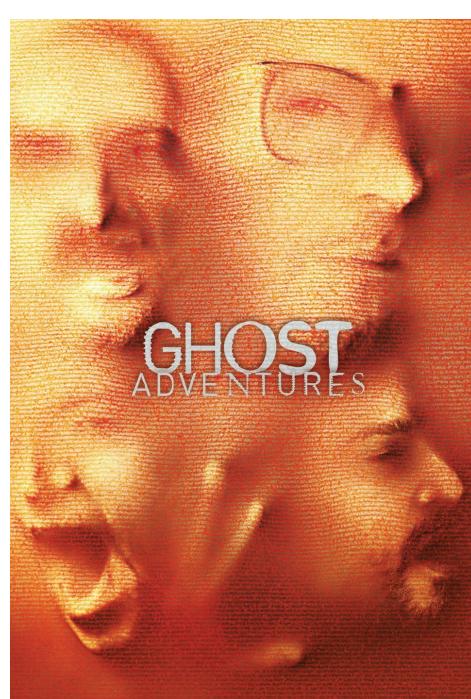
Half Moon Bay Beach is fun for the whole family!

Photo by Ethan Shedd

Ghost Adventures is too Para-Normal

By Tyler Sanderville

Contributor



If I truly had it my way, the only thing I'd say about this romping humdrum of a show is that my first viewing put me to sleep faster than an empty lab day. The show even earned The Truly Terrible Television award from the Independent Investigations group in 2008 for iffy practices. Somehow, someway, "Ghost Hunters" managed to turn the concept of roaming an old hospital in the middle of the night to something more like watching paint dry while color blind.

But I know the d.tech public wouldn't be able to stand yet another day without knowing the full scoop on the hit show "Ghost Hunters," so here goes.

"Ghost Hunters" is a reality TV show that premiered in 2004 in partnership with the SyFy network. The show follows the careers of the paranormal investigative team, "The Atlantic Paranormal Society", or TAPS. The team was founded by two middle aged men, Jason Hawes and Grant Wilson, who work day jobs as plumbers, and additional members were added as the show progressed. The gang high tails all over the nation in search of haunted locations where they conduct interviews on the history of the site, and

discuss paranormal concerns with their clients. They will then take a night to set up cameras and patrol through the haunted site to stimulate and record any paranormal activity.

For a show that focuses on goofy dudes talking to ghosts, it takes itself way too seriously. The episode I reviewed (that didn't careen me into the realm of slumber) was season 11 episode 7, "Public Poltergeist Number One". In this episode, our heroes tackle a historic county jail in Indiana with alleged reports of "women feeling unsafe, women being touched, high energy, pulling into jail cells, voices, orbs, and babies crying."

This is where the real comedy genius of "Ghost Hunters" shines. "Y'know, we heard you guys liked getting handsy with the ladies" says one ghost patrol cronie. The other ghost patrol cronie -a female- walking with him then stands still and exclaims into the empty halls of the jail, "If anyone is there, and you want to touch me, you may RESPECTFULLY tug my jacket or hair, or if you want, you may APPROPRIATELY touch me." The bit felt like a Scooby Doo episode set in UC Berkeley. Another guest on the team was an ex-cop, who loved to use that as a starter for

conversation: "Hey guys, I'm a cop but I'm not here to judge you," he says. Then he stops and opens an empty cell, "you're free to go!"

The majority of the investigation consisted of nuggets like these mixed with intermittent freak-outs over the slightest noises in the building. It all ends with the hunters showcasing about three iffy pieces of evidence to the clients from the seven hour investigation ranging from perceived whispers to a small blip on a heat monitor.

The only positive I can attribute to "Ghost Hunters" is the editing, not that I believe it makes the show enjoyable—or that it's impressive. My appreciation comes from how it's the only aspect from the show that makes it entertaining for any audience at all. Without it, the show would just be a bunch of lunatics walking around in the dark, talking to nothing. The added squelches, zooms, lights, and dramatic sound effects have the ability to make it at least palatable to bored children.

However, for any interested, I will be hosting my own ghost hunting segment in which a team of specialists search the Rollins campus for the spirits of Friday FIT and Tuesday Lab days.

OPINION

May 15, 2019

dtechdragon.com

Opting for Art School

By Jaya Reddy

Social Media Director

Growing up, I used to watch my mom paint. Sometimes when she would leave the room, I would dash over to her easel and swipe a paintbrush across her homemade canvas. Other times she would give me my own materials to experiment with, far away from her own art. But my passion for art did not fully develop until I was in middle school after watching films like "Tangled" and "Big Hero 6", where my dream to animate at Pixar was born.

Even with this big dream, it's been difficult deciding whether or not art school is the right path for me. All throughout high school I was asked what I wanted to do and where I planned to apply for college. When I mentioned going to art school, the responses I would get were immensely discouraging. It was hard for me to confidently talk about what I wanted to do when other people were pushing me to "wake up" and realize that going to art school is a "mistake."

A major turning point for me during this time was when d.tech's college counselor, Kathleen Odell, asked me to hear what California College of the Arts (CCA) had to say during their college visit to d.tech. At this time I was still debating whether or not I should pursue my passion for art and animation after high school or play it safe and continue my education at community college. When the presentation was over Odell introduced me to Emmit Smith, an admissions counselor at CCA, and we started talking about

some of my recent projects at d.tech. It felt so good to have someone recognize and appreciate the love I have for creativity. That's when I knew I belonged at a school like CCA.

The first thing I had to understand before applying to tons of random schools with decent animation programs was that there are two types of art degrees. The first is a Bachelor of Arts (BA) degree which is offered at several public state schools and includes humanities. A more expensive but more specific degree to art is called a Bachelor of Fine Arts (BFA). After researching these two degrees and learning about how they would affect my future in the animation world, I decided that I was going to apply to a variety of art schools and aim for a BFA.

Anyone who's applied to college knows how exhausting the application process is. With art colleges, there is an added portfolio application where it is essential to show a variety of both technical skill and inspiration. It took me nearly three months of tweaking and adding to my portfolio to match admissions requirements for each institution that I applied for.

Fortunately, at the end of my junior year I was awarded a full scholarship to meet with a counselor at Buckley Education in Burlingame to assist me with my applications. I built my list of schools based on schools' animation programs, internship opportunity, and other work opportunities I might enjoy. Meeting with a counselor outside of d.tech helped me think about college from a different perspective, and it encouraged me to apply to more than just art schools. I



Illustration by Jaya Reddy

ended up applying to one state school, one liberal arts college, and four art institutes across the country. A lot of these felt "safe" and I was confident that I would have plenty of options after decisions came back.

Even though my mom was on board with my decision to apply for art school, I still felt unsupported by other people who saw me as a starving artist in the making. Naturally, I expressed this through my art and finished my applications. When decisions came back in March, I was shocked to find out that I didn't get into most of my schools. As a student who plans to pay for college entirely by myself, it was scary for me to think about how I planned to fund my education. I didn't receive my desired financial aid packages and I wasn't sure what to do next.

With help from Odell, I was able to connect with the admissions counselor I met from CCA. Smith notified me that I had been nominated for a diversity scholarship that could cover up to the full cost of attendance combined with other aid from FAFSA and the Cal Grant. I sent in the necessary portfolio work and I ended up winning that award. It wasn't hard to make my final decision because there were so many signs pointing me in the direction of CCA from the beginning to the end of my college application journey.

The long and short of it is, if you want to apply to art school, do it—Just be prepared for a lot of work and occasional rejection. It's not just about painting pictures and avoiding homework. Being an artist is hard work too, and it all starts with the application process.

Teenagers? Politics? Yes Please!

By Phoebe Rak

Junior Editor

Politics. When people hear this word it often makes them feel stiff, insecure and vulnerable. "I don't really keep up with the news" or "I stay out of politics," they say. Most people respond to this with a sympathetic "I get it" or slyly change the topic of conversation to something less charged. People either don't care, get bored, or don't know enough. They don't want to look stupid, so the conversations stop happening.

What people don't understand is that everything has always been political. What parks go into your neighborhood? That's political. What content do you learn in school? That's political. When and where you can get your addictive substances? That's political. And yet many teenagers still think that they don't care about politics. Even as teenagers, when many of us cannot yet vote, these decisions affect us all. We need to fight to end political disengagement.

It may seem daunting, like you have to understand everything. Or maybe it seems like a lost cause, where you can't actually make change. That is false.

Throughout history, young people have always driven political change. The civil rights movement was led by young people. The fight for the 26th amendment, allowing 18-year-olds to vote, was led by youth who argued that if they were old enough to fight in the war, they were old enough to vote. Last year after the Parkland shootings, high school students went to the White House and argued for better gun control laws. As a result of this, many big name stores have stopped selling guns, and many states have raised the legal age to purchase guns.

Before the 2016 election, I felt like the news wasn't being directed towards me. It felt hard to understand, purposely keeping teenagers out. After Trump got elected, that changed. It suddenly became impossible not to read the news,

there was so much going on. And once I learned about the issues, I got angry.

A day after the inauguration, I attended the Women's March in San Francisco, and I felt less alone. I was surrounded by thousands of empowered women who all felt the same way I did. In front of SF City Hall, I listened to little girls speaking about how upset they were, and how they wanted to be treated equally to the little boys in their 6th grade class. I saw people around me crying. Everybody cheered each speaker on, and I did too. The whole experience made me feel like I was part of something.

After that experience, I wanted to be a part of creating change. Last summer, I interned for Congressperson Jackie Speier, where I mostly answered phones and responded to people's letters at her district office in San Mateo. But there were the times when I had a real impact, like drafting potential bills and researching topics for her speeches. I wound up proposing a bill banning secret settlements at corporations around sexual assault: that's when you pay somebody off and make them sign a non-disclosure agreement, and there's no record of the hush money. I was doing something that really mattered, and was finally taking real action on the topics I cared so deeply about. And I was only 16 – couldn't even vote!

My concern over our government has led to arguments with other students who doubt my patriotism. There is a misconception that if you question what is happening within the government you are unpatriotic, but it's actually just the opposite. We show our patriotism by thinking critically and pushing for positive change.

Only 50 percent of eligible youth voters turned out to vote in 2016. During the 2018 midterms (which usually get very low voter turnout compared to presidential elections), 31 percent of eligible youth voters turned out. If we got more youth registered to vote and even those who cannot vote involved and passionate about creating change for the 2020 election, we could

shift the country and take control to fight for what we believe in.

Being involved in elections and ballots means being engaged in our future. We can do this by taking interest in campaigns, organizing walkouts and sit-ins, and fighting for what we believe in. We must take action now because we are the ones that will be leading in this country in 30



Rak and friend Holly Rusch participate in the San Francisco Women's March.
Photo Courtesy Phoebe Rak

PROM FASHION

May 15, 2019

dtechdragon.com

Back to the '90s

By Lili Blum

Contributor

Prom fashion trends have drastically evolved over time. In the '80s, the trend was silk, puffed sleeves, and a ballgown skirt. In the '90s, dresses became more simple with form-fitting, backless dresses and spaghetti straps becoming all the rage. In the 2000s, silk and sequined strapless dresses took us into the new century. Now, in 2019, fashion in general has reverted back to '90's style, and that includes prom dresses.

Burgundy? Certainly:

An overwhelming number of Design Tech girls opted for mermaid style, spaghetti-strap dress with a slit in the leg. If this intense degree of similarity isn't surprising enough, most girls sporting this style wore it in burgundy. Junior Aya O'Malley chose this style because "I like simple things, I don't really like the bedazzled dresses...I chose the color because I always go for black but the dress was a really nice maroon burgundy-ish color so I thought it was a good idea."

This infatuation with the color burgundy is even reflected in the boy's tux choices; more than a handful of guys wore maroon or burgundy tuxedos to the May 11th prom. "I think [burgundy] is a really pretty color, [and] I already had the burgundy suit," junior S'Nova Kayfetz said.

If Not Burgundy, Then Navy:

Seemingly, people who weren't wearing burgundy were most likely wearing navy blue. This trend could be seen in both boys' and girls' proms looks. A classic, navy blue tux is a common sight at a high school prom these days, but navy dresses are only a recent trend.

In past years, only a handful of girls chose navy blue dresses to wear to prom, but this year has proved to be different. Junior Kelley Hill said, "I originally considered wearing a bedazzled, nude-ish pink dress but I usually go for dark colors when I'm dress shopping so I decided to stick with that."

Cuts and Necklines:

While deep V-neck dresses were the most prominent trend this year, sweetheart necklines have also proved popular with d.tech promgo-

ers. From strapless to off the shoulder, this particular neckline is a stunning classic, and always a perfect choice for a prom dress.

When you think of a prom dress, a ball gown silhouette is typically what comes to mind, however, many d.tech students were drawn to the high-low hemline this year. "I don't like really heavy materials on me and I want to feel like I can move," Junior Julia Green said.

Unlike a common long dress, this cut actually reveals the shoes of the look, making it a great opportunity to show off a beautiful new pair of heels.

Self-Made/Upcycled:

Prom dresses are known for being overpriced, so it makes sense that quite a few people chose to either make their dress from scratch or to upcycle a cheap dress. Juniors Jocelyn McHugo, Casey Kiesling, and Claire Little made their own hoop skirt dresses, inspired by the Victorian era. "I'm not really someone who likes to do dress up, and so if I do I thought it would be fun to go big, and it doesn't really get bigger than a ball gown," Little said, laughing.

Senior Courtney Sullivan Wu and junior Talia Drue Gillette both upcycled cheap dresses to personalize their looks. "I found a dress that I really liked, I got it and tried it on and I was like, 'This doesn't fit right, this isn't what I expected,'" Gillette said, adding "I decided that instead of just dealing with it I wanted to make it more personal." She bought her dress from Dollskill for 60 dollars and added more of the same fabric to the back and covered some stitching she didn't like to make it feel like her own. Wu ambitiously upcycled a thrifted wedding dress into a pinkish-purple, embroidered dress, with a bodice made of a single, long piece of tulle.

The trends in prom fashion are ever-changing, but never fail to impress. When it comes to fashion, history does, in fact, repeat itself. From burgundy to self-made, this year's prom brought a wide variety of beautiful outfits. Once again the students of Design Tech High School have served looks that they will be able to look back on and smile (which can't be said for a lot of high school photos!)



Junior Aya O'Malley // Photo by Quincy Stamper



Senior Courtney Sullivan Wu // Photo by Quincy Stamper



Junior Talia Gillette // Photo by Quincy Stamper

SPORTS

May 15, 2019

dtechdragon.com



Sophomore Ryan Yee pitching.
Photo by Kate Hayashigatani

Last Minute Catch

By Alexis Huang

Junior Editor

The week before spring break, the d.tech baseball team found itself in the middle of an impending crisis. An important baseball game was scheduled for the upcoming Saturday, and with a few members of the rather small team leaving the Bay Area, it looked like the d.tech team wouldn't have the required number of players needed to compete. In a last ditch effort, team member Steven Varghese sent out an SOS message on his Snapchat story calling for volunteer players, and the d.tech community delivered—several d.tech students who weren't on the team suited up and helped beat the Pacific Bay Christian High School on March 30th in a league game victory.

"[Steven Varghese] posted something on his Snapchat that said, 'Hit me up if anyone wants to play baseball for a game on Saturday,' and jokingly I said, 'Yeah sure I'll play baseball,'" recounted junior Noah Chen. "I thought it would be fun—and I had nothing to do on Saturday."

Junior Evan Arriaga, on the other hand, only participated because of the pressure he received from his friends on the baseball team, such as junior Kevin Lynch. "I forced Evan! I was the only one who forced Evan!" boasted Lynch.

Other volunteer players included junior Lydon Fuller, as well as freshmen Akira and Yoshi Eernise. Volunteer players attended a practice session on Friday to improve their batting and catching skills before the game. It all seemed to pay off as these players didn't just help d.tech

win the game—the players slaughtered their opponents 15-0. Ironically, d.tech earned a higher score competing against the Pacific Bay Christian School this game than with their whole team, according to Varghese.

He credited the team's success to their easy-going attitude heading into the match, stating that "I don't think anyone was super super stressed about the game, because we were all going into it knowing that there were members that weren't that experienced. We just had fun with it and I think we did a lot better."

Despite the sweeping win, Arriaga was disappointed that he "was only able to bat once and got walked," meaning that the pitcher had thrown four bad pitches in a row, robbing Arriaga of his chance to show off his batting skills. Still, he was eager to mention his greatest contribution to the game: stopping a ground ball. Chen was happy to report that the game finished in the fifth inning after a mercy rule, and that he was able to keep a d.tech baseball hat as a token of his effort.

What was originally a desperate situation turned into a great bonding experience for baseball lovers all across d.tech, allowing students who weren't able to commit to being a permanent part of the baseball team to contribute and learn more about the sport. While Marcus Marsall, d.tech's Athletics Director and the team's coach, encouraged stand-in players to become official members of the team, it seemed that none took the offer. Ultimately, the baseball team only had these weekend warriors to thank for their excellent game record that will hopefully continue in the games to come.

Aim. Draw. Fire!

By Hezekiah Smithstein

Editor in Chief (Web)

It's a weapon of stealth, used to hunt for over 60,000 years. It's an instrument of war, felling enemies from a distance. It's an un-paralleled demonstration of focus and dexterity, used in modern sports to show absolute mastery of the mind and body. There are masters among us; d.tech's very own set of talented archers are walking these very halls.

It's not every day you run into the opportunity to pick up a bow and arrow. For senior Jaya Reddy, the chance presented itself at a middle school church camp. "I thought it would be pretty badass after seeing The Hunger Games," Reddy says, "I thought it would be a very powerful sport for a girl to be a part of." After falling in love with the sport, Reddy got her first bow from her father, an inexpensive model at Big 5 Sporting Goods. "I thought it was perfect," says Reddy.

Both Reddy and freshman Jacquelyn Lomano are part of the Junior Olympic Archery Development team (JOAD), at Pacifica Archery in Daly City. Reddy has won competitions locally at San Francisco Archers and Kings Mountain Archers, in addition to competing nationally.

Lomano recently made an appearance at her first competition this January, at Indoor Nationals in Sacramento, where she ranked an impressive 22nd place out of around 500. "It was stressful, but it got relaxing because I knew the support of my friends was there," Lomano says.

For others, archery is a family tradition. Senior Matthew Silverman grew up shooting with his uncle in Ohio, who was a bowhunter. "He mostly hunted deer, turkey, other small game like that," Silverman remembers. Whenever he went to visit, he shot at a range in Ohio that had a game called Techno Hunt, where Silverman and his brother trained by shooting at a screen with real bows and arrows with special tips.

The draw of shooting differs from one archer

to another. Sophomore English teacher Patrick Sullivan, who has been shooting with a compound bow in his backyard since he was 12 years old, says he enjoys getting "that dopamine rush from hitting that target perfectly." For Reddy, archery is a way to quiet her mind. "I feel almost nothing when I'm shooting because I'm so focused on what I'm doing. It pulls me out of my reality," says Reddy. Lomano also acknowledges that archery helps her get in a good headspace. "If people are watching, you know how to block them out and just focus on the target, and where you want the arrow to go," Lomano says.

Keeping up with archery amidst the hustle and bustle of everyday life can be difficult. "Whenever I get into it, I get really into it and shoot a lot, but sometimes things happen—I get hurt, or I get busy—and I just don't have the time to dedicate to it," Silverman says, "Luckily I always seem to pick it back up pretty quickly." Reddy remembers in her junior year where she was too stressed out with school and her personal life that she stopped picking up her bow. "I really missed [archery], and when I picked it up at the start of summer, I was like 'I really should have done this because it would have helped,'" Reddy says.

Archers encounter other challenges besides simple distraction. Silverman recalls when he first picked up a bow and his improper form caused his bowstring to hit the inside of his arm, bursting a blood vessel and causing bruising and swelling. "That was not fun," Silverman recalls with a grimace. Lomano notes that since she is double-jointed, she will at times hyperextend her arms, which causes the arrow to bump against her arm.

If you're considering picking up a bow, Reddy suggests you definitely give it a shot. In over a year of teaching at Pacifica Archery, she witnessed many people enjoying the experience of shooting a bow for the first time. It is more complicated than it may initially seem, however, and before heading straight to the target it is important to "make sure you get a lesson first!"



Reddy draws her bow at a competition in Las Vegas.

Photo Courtesy Jaya Reddy

THE DRAGON

May 15, 2019

dtechdragon.com

Letter from the Editor in Chief (Print)

By Maria McAlister-Young

Editor in Chief (Print)

Throughout my four years at d.tech, change has ironically been the one constant thing. As the record of our school, managing The Dragon has been one of my most important responsibilities.

It has truly been an honor working with close friends to share news about all the new changes at the school and

highlight the amazing students that attend d.tech. My fellow Dragon staff are people I genuinely enjoy spending time with (which is good considering we occasionally stay at school until 8:30 pm to finalize the print editions).

This past year has taught me the importance of good reporting and taking the time to make the right decisions. After ending the last school year with questionable decisions regarding a specific article, I've learned how to

lead conversations on difficult topics and how to navigate tough interviews.

However, without all of you, our readers, our work would have no meaning. It is impossible to share anything with an empty room, just as it's impossible to write articles for a non-existent audience. Reading your comments and hearing the discussions in the halls has shown us all that what we are doing is having an impact. So to all our readers—even if you've only

read one article—I would like to thank you for participating and I hope you all continue to read the content that we produce.

To all students interested in pursuing journalism either next year or further in the future, we need your words and your art. Use this platform to share joyful stories of successful projects and triumphant baseball victories, but also as a way to push the school to be the best it can be.

Letter from the Editor in Chief (Web)

By Hezekiah Smithstein

Editor in Chief (Web)

Over the course of this past year, reporting, writing, editing, and publishing stories for The Dragon has consumed my waking hours. But it has also allowed me to step back from my own life to share the vibrant personalities, experiences, and perspectives of the d.tech community. Being Web Editor in Chief has been worth every second.

From frantically running around while reporting d.tech's first rally to quickly covering mysterious teacher disappearances, managing The Dragon website taught me how to work under heavy time constraints. For more controversial stories on The Dragon, I have learned that it is equally important to take the time to cover topics purposefully to create growth rather than harm.

This past year, I have been fortunate to work with the most talented,

dependable, and enjoyable staff that I could have possibly hoped for. In addition to long hours and intense discussions, moments like laughing at our silliness during staff meetings and dressing up in crazy costumes made my time here special.

But it's all of you in the d.tech community who make our hard work worth it. Whether you've stopped to read The Dragon, or sat down to share your insight during an interview, you're interaction with the newspaper gives

us purpose. It is only because of your involvement that The Dragon is able to showcase the variety of voices at d.tech.

Journalism has an incredible ability to bring people together and help us improve the world we live in. Future editors: consider your purpose, lean on each other, and find the voices that aren't always heard. And of course, remember The Dragon's mission: spark discussion, burn ignorance, and ignite a sense of community!



In Memorium...

Claire McDonald - Darius Mahamedi - Jacob Floro - Paige Lehr - Melissa Mizele - Christopher Fenzi - Nathan Au Yeung - Carolyn James - Jocelyn McHugo - Dacotah Dooley - Sierra Esmond - Olive Spina - Imerita Faalogoifo - Margaret Frank - Joanne da Luz - Malakhi Martinez - Julia Reid - Douglas Spaeth - Zale Fadiman - Oliver McCullough - Inti Carranza - Timothy Gee - Zachary Sales - Charles Gates - Jared Lin - Charlotte Mally - Zachary Morley - Leonardo Hirano - Aliza Drabkin - Alexandra Chapralis - Sarah Luckesi - Daniel Queiroz - Maya Richter - Kate Hayashigatani - Savannah Meadow - Dallas Galarza - Cameron Kurtzman - Barry Coria-Nava - Liam Norr - Carter Bui - Anthony Guardado - Frances Wong - Tanson Chan - Matthew Bone - Erik Tyryshkin - Greg Fenner - Ethan Dubovsky - Yohanna Konardi - Karen Brewster - Katherine Ioffe - Jack Maiden - Destin Silver - Helena Shapiro - Nicholas Sounthong - Sean Duarte - Roxanne Baggott - Samantha Campbell - Ian Sarullo-Wood - Noemi Drabkin - Rowan Young - Patrick Sullivan - Malia Savella - Pachie Ackerman - Jordan Cen - Sammy Abouata - Kieran Jeung - Iona Pratt-Bauman - Russell Blackmon - Sean Sava - Jaclyn Little - Kaiden Blessinger - Taliyah Huang - Max Hofelmann - Zachary Nemirovsky - Phoebe Rak - Chloe Duong - Aaron Chow - Guy Marmor - Madelyn Saniewski - Vladislav Morozov - Lessley Anderson - Andrea Pineda - Shawhin Layeghi - Stacey Lin - Sydney Schiller - Andrea Jarillo - Cooper Bliss - Luis Stavosky - Ryan Schwartz - Maya Pratt - Bauman - Aaron Tung - Joshua Goldberg - Sarah Dijamco - Kaze Shin-Sherman - Holden Rodgers - Ryan Yee - Lucy Goldberg - Nicole Cerra - Alyssa Shirman - Elliot LeCuyer - Lauren Pineda - Faith Tung - Griffin Trumpler - Phoebe Baggott - Krikor Kevranian - Keya Nandani - Emelie Soy - Kirin Chanteloup - Yasmine Tarkainen - Owen Walsh - Alejandra Harrold - Madison Shem - Anjali Jariwala - Jacob Mally - Zachary LePedis - Theodore Banchev - Arwyn Guinto - Jared Chou - Gabriel Lim - Jackson Lawrence - Spencer Lucas - Yuly Kipervarg - Lian Bensaadon - Kieran Elrod - Ethan Liang - Hannah Levin - Andrew Ware - Zoe Hong - Justin Duong - Hung Truong - Katherine Brewster - Sharon Coppers - Nathan Yip - Mia Giordano - Talia Gillette - Brendon Lin - Uthman Alaoui Ismaili - Alexander Velez - Levi Sturgeon - Samuel Bloom - Kyle Tam - Feliz Gutierrez - Michael Kholmer - Ethan Kravitz - Tyler Sanderville - Gabriel Chow - David Jelniker - Daniel Levin - Honor Phui - Jaya Reddy - Kris Gajiwala - Thandapani Chandrasekaran - Kieran Norr - Ethan Yu - Carter Wong - Anna Zigmund - Ramm - Ellyanah Suriben - Molly Robertson - Troy Springett - Olivia Baksheeff - Connor Cronin - Ryan Harsono - David Groat - Eli Wood - Jacob Kambour - Angelina Kwan - Ross Fulkerson - Julian Auerbach - Carolina Moroder - Marcus Figueroa - Sean Wilkins - Bret DuBois - Michika Yamamoto - Jasper Bull - Sophie Sakamoto - Ibrahim Hussein - Alexis Santi - Jordan Lerner - Ainsley Forster - Diego Caoili - Ryan Quisols - Nathan Saul - Gavin Westland - Jonathan Mitelman - Donte Arevalo - Evan Curry - Lucia Detrinidad - Anthony Torreano - Sean Moyer - Miriam Dijamco - Neel Singh - Erez Harel - Dara Akhavein - Spencer Wong - Lauren Wu - Wayne Brock - Emily Maiden - Shane DeVolder - Vani Suresh - Amritsha Maharaj - Jamie Frankos - Abigail Rosette - Grant Shedd - Samantha Mah - Michaela Thompson - Thomas Weese - Sophia Wigenstam - Ahmed Mir - Noah Khavari - Damian Prout - Victoria Nguyen - Jane Wang - Dominic Bertocchini - Matthew Morley - Christian Figueroa - Nathan Pierce - Joshua Bennett - Calvin Hansen - Avia Levitt - Alexander Bone - Hanan Holloway - Steven Maganaris - Emily Tyryshkin - Isabel Barajas - Joanne Luong - Tyler Campos - Zachary Chan - Vladislav Iarmolenko - Andrew Morid - Kathleen Odell - Julia Lederman - Dahlia Flores - Coleman Loeffler - Nicholas Chapman - Noah Sturgeon - Kyleanne Rosario - Jasmine Lin - Maxwell Kwan - Jackson Drewes - Paul Robinson - Hiromasa Eernisse - Brianna Bingham - Melina Shapiro - Marcus Marsall - Logan Young - Matthew Cooley - Edward Daniel - Portia Kwan - Galina Messiana - Okalani Luna - Luke Wiegand - Alyssa Wend - Anthony Maso - Zoe Robinson - Areeba Balkhi - Gaku Ueno - Fumiya Shinagawa - Akira Eernisse - Aya O'Malley - Salvador Coria-Nava - Michael McCulloch - Adam Cepulkaskas - Andrew Hiebert - Yoshiki Eernisse - Noah Balestieri - Thomas Saito - Dean Brown - Maria McAlister-Young - Tatiana Fakouaki - Julia Hom - Michael Kesselman - Lucas Bertocchini - Ken Klieman - Aiden Denent - Erik Karff - James Boylan - Kehl Shaw - Remi Tateishi - Freedom Chetene - Andrew Nourie - Eli Shubert - Iris Saravia - Theodore Knobel - Jacob Nebeling - Hezekiah Smithstein - Igor Morozov - Aidan Coady - Patrick McGugan - Luis Obregon - Jade Lau - Daphne Palmer - Sam Lash



Photo by Kelley Hill