

SLOHS EXPRESSIONS

April Interview Issue 2019

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Spilt Issue



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“Chanel Wasn’t Built in a Day,
and Neither Was I”

Cover Image Courtesy of Kara Hoover

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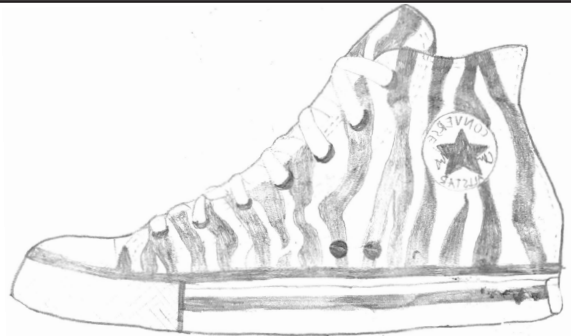


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SKOOL SWaP:



By Kara Hoover and Audrey McClish

Comparing The Vibes of SLOHS and MBHS

Every high school student finds themselves asking the question, “what would life be like if I went to a different high school?” So, San Luis Obispo High School senior and Expressions Arts & Entertainment Editor Joella Holmes and Morro Bay High School senior and *Spyglass* Editor-in-Chief visited each others schools to see what a day in the life is like on the other side of the highway.

Expressions: What surprised you the most about your visit?

Morro Bay High School senior Audrey McClish: I knew that SLO High was quite a bit bigger than MB, but I was still taken by the number of students on campus and how full the classes were.

Expressions: How would you compare the level of dedication in classes?

McClish: In my experience, the majority of my classes are more loosely structured than the classes I attended at SLO which seemed to stick to set lesson plan. Overall student engagement was pretty similar but at MB I think students speak up more in class and contribute more in discussions probably because of smaller classes. I did notice, however, that the students in PE at SLO were more participatory than those at MB.

Expressions: Did you like the schedule more than MBHS?

McClish: The 5 classes a day at SLO is ideal

because the periods are the perfect length in my opinion. However, we have free periods at MBHS and I live for my 3-hour break every Wednesday even if our schedule is confusing.

Expressions: What are the differences in how you saw students and teachers interact?

McClish: At MBHS, because classes tend to be smaller and students tend to have the same teachers for multiple years, I think the students are closer and more comfortable with teachers and vice versa. Teachers acted more as authority figures at SLO, whereas at MB a lot of teachers interact with students more as equals. At SLO, it also seemed like the students tended to keep within their own friend groups which is definitely different from MBHS, where friend groups intermingle more.

Expressions: What is something about SLOHS you wish was at MBHS?

McClish: I wish MBHS had nice green areas for break and lunch. Our quads are missing greenery and look kind of sad, and what used to be our front lawn is currently the site of construction of a new office; I think that's part of the reason a lot of people go off campus during breaks.

Spyglass: How would you describe the academic and social environment at MBHS

compared to SLOHS?

San Luis Obispo High School senior Joella Holmes: I felt a lot more laidback both socially and in classes at MBHS. It's different not having kids constantly worrying about their image, ego, and crazy academic goals. However, it's not like MBHS students don't do any work compared to us, they just carry themselves in a relaxed manner that I really appreciated.

Spyglass: What surprised you the most about your visit?

Holmes: Definitely, the Italian birdman...he literally got out of his car and kicked a pole with a ton of seagulls on it. He was a trip.

Spyglass: What are the differences in how you saw students and teachers interact?

Holmes: I definitely noticed a more personal and laidback relationship between teachers and students. I think this created a level of respect between students with their teachers, so they actually did their work without complaining.

Spyglass: What is something about MBHS you wish was at MBHS?

Holmes: Easily having the beach just steps away would be the dream.

Spyglass: Having seen MBHS and spending a day there, what school would you rather be attending right now?

Holmes: I love my few friends at SLOHS, but I would've definitely vibed better with students at MBHS and the culture there. Maybe I would have liked high school.



A Tale of Two High Schools

By McKenna Cassidy

Stereotypes often dictate how a group of people are viewed. At San Luis Obispo High School, as well as at Morro Bay High School, there are huge assumptions that one school has about the other. *Expressions* decided to go out and interview students about what they think of MBHS and SLOHS students.

Expressions: When you think of students at MBHS, what do you think they are like?

SLOHS Freshman Makenna Siebenlist: Honestly I think they're pretty cool people. I've met a bunch of them and I love their style. They all have the surfer look: long hair, cool clothes, and a tan. All the people I've met from that area are super nice too. I've heard that it's not such a great school, but the people there are great.

SLOHS Sophomore Riley Speidel: I think that MBHS students all do drugs, surf, and skateboard.

SLOHS Sophomore Lauren Horsley: MBHS is a tiny school where everyone knows everyone. The kids are pretty laid back and don't get into too many fights. Also, the school doesn't tend to give lots of homework or grade super hard.

SLOHS Senior Azul Blazquez: I think they are more easy going because they're right next to the beach. The environment seems more relaxing.

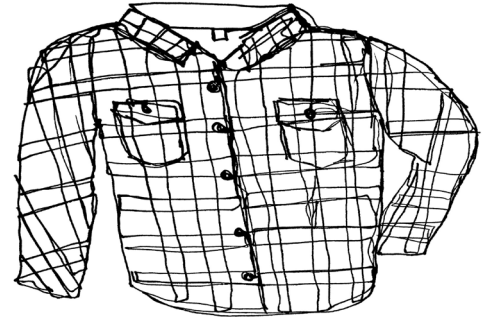
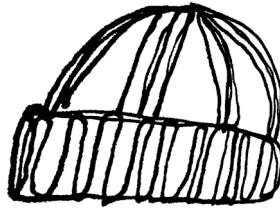
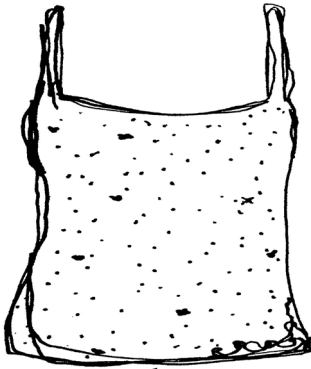
Expressions: When you think of kids at SLOHS, what do you think they are like?

MBHS Freshman Taylor Dewey: I feel like they are all short.

MBHS Senior Jack Voguel: I feel like they're more like the high schoolers in movies. They're more dramatic and they confront each other in the hallways.

MBHS Senior Lily Morris: I think SLOHS kids are all posh.

MBHS Senior Krissy Krull: Wealthy.



What is the Price for Our Safety?

By Brooke Larson

School shootings and the idea of student safety has been a widely discussed topic in classrooms, homes and administration offices throughout not only San Luis Obispo High School, but nationwide. Gun violence on school campuses has become overwhelmingly realistic and probable, and with SLOHS's School Resource Officer having been cut, school safety is a topic up in the air. *Expressions* asked students to weigh in on this topic.

Expressions: How do you think the resource officer being cut affected our campus?

Senior Prachi Shinglot: I don't think our campus has gotten worse since the resource officer was cut, in reference to drugs or anything, but I think the idea of having one definitely made students, including myself, feel a lot safer.

Junior Zach Andrade: We could always use another resource officer on campus, so that there is a slimmer chance of anything harmful happening on our campus. I think that it is important for students to feel comfortable at school because we already have a lot to deal with.

Senior Megan Fragasso: I think not having a resource officer has affected our campus in a negative way. They were the only person with a concealed weapon that could benefit the safety of the students in case of an emergency.

Expressions: Do you feel safe on campus day to day?

Shinglot: I feel safe day to day on campus.

Andrade: Yes, I think our campus is pretty safe.

Fragasso: Yes, I feel safe, but I would feel a lot safer if there was more security and the aid of guns in case of an emergency.

Expressions: From the perspective of the administration, what are the main reasons with bringing the resource officer back onto campus and what information do you know about where the resource officer is coming from?

Assistant Principal Julie Mamo: An SRO [School Resource Officer] will bring another layer of safety to our school community, as well as will assist in building a positive connection along with educational opportunities between our students and our community's police department.

Illustrations Courtesy of Clea Wendt

Editor: Nina Ramezani

It's a Hard Knock Life

By Libby Massman

At San Luis Obispo High School there is a large variety of AP classes and sports offered. Many students decide to take AP classes alongside playing a sport; AP classes are a lot to take on top of athletics. Student-athletes devote their time to school as well as their sport and strive for excellence with every assignment they have and every game they play. Expressions interviewed two varsity athletes, who have taken numerous AP and honors classes. Senior Molly Massman has lettered four years in soccer and one year in swimming. She has taken eight AP classes throughout her high school carrier. Sophomore Meili Laiho has been on varsity water polo the past two years and has taken every AP class available to her as a sophomore. Both girls have maintained a high GPA while being starters on their teams. **Expressions** sat down with both of them and asked a few questions about their experience with AP classes and lettering in a sport. **Expressions:** Why did you take AP Classes?

Sophomore Meili Laiho: I took them so I could challenge myself and so I could learn more.

Senior Molly Massman: Challenge myself to keep my GPA high so I could have more options for college.

Expressions: How do you manage your schedule?

Laiho: I manage by creating a schedule for myself and doing my work early.

Massman: I plan out any work I have around my set practice or game times, and I try to get things done ahead of time if I know I will be busy after school.

Expressions: Is it worth taking AP classes, and lettering in a sport?

Laiho: I think so. It makes you better at time management, lets you learn a lot, and also keeps you fit.

Massman: Yes it is, especially if you enjoy the class you're taking and the sports your playing because, in the end, it will feel very rewarding.

Stunt: Time to Shine!

By Kaya Burden



The San Luis Obispo High School Stunt team is now an official school sport. It's long overdue but now many girls at SLOHS get to show off their skills. Many people

don't consider this a sport, but those people don't realize what it is. **Expressions** interviewed some of the girls on the team to clear it up.

Expressions: What's the difference between stunt and normal cheerleading or gymnastics?

Freshman Nancy Ernstrom: I've never competed in gymnastics but it's a lot more competitive than cheer but it kind of combines them both.

Freshman Rebecca Rodriguez: Stunt is stunting, flips, and it's more coordinated. Cheerleading is dancing and getting the crowd pumped up. Gymnastics is mainly flips and bars.

Senior Kylie Toba: I feel like stunt is more teamwork where everyone is united as one it's just more hardcore.

Expressions: Do you feel you are setting a good reputation for future stunting at SLOHS?

Ernstrom: Even though we haven't won yet we will have many future opportunities to do better and we should keep going it because it's very fun and leaves good opportunities for us in the future.



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SLOHS Student-Suggested Playlist

Groovy ♪
* * * Tunes
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By Joella Holmes

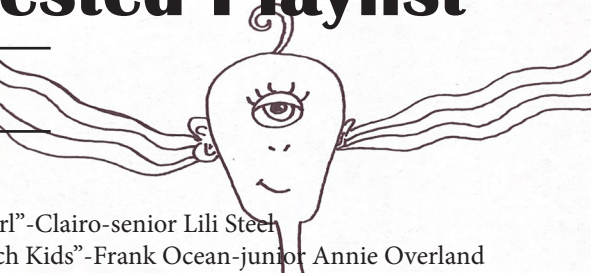
The San Luis Obispo High School population is composed of students from many different backgrounds, who come with various taste in music. *Expressions* decided the best way to have a collection of student suggested songs was through a Spotify Playlist. Here's some examples of songs you may see from SLOHS students.

- "Where I'm From"-Digable Planets-sophomore Quique Anajel
- "The Rain Song"-Led Zeppelin-junior Isabella Hoffman
- "Tangerine"-Beach Fossils-freshman Ryan Schisler
- "Multi-Love"-Unknown Mortal Orchestra-senior Joella Holmes

- "Pretty Girl"-Clairo-senior Lili Steel
- "Super Rich Kids"-Frank Ocean-junior Annie Overland
- "Hottie"-Brockhampton-freshman Berlyn Elsworth
- "Walk in the park"-Beach house-senior Maya Nitzel
- "Seven"-Men I Trust-senior Riley Miklik

Spotify Link:

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Senior Natalie Davis Takes On Art After Dark

By Cassidy Olson

San Luis Obispo High School has lots of athletes, star students, and musicians, but there are also many talented art students. One way for SLOHS artists can display their talents and artwork is through "Art After Dark" on the first Friday of the month show in downtown San Luis Obispo.

Art After Dark gives up and coming artists an opportunity to show off their art in local boutiques, coffee shops, restaurants, and galleries. *Expressions* had the chance

to interview a SLOHS artist that has shown work at Art After Dark before.

Expressions: How does it feel to have your own art on display to all of San Luis Obispo?

Senior Natalie Davis: It is kind of scary knowing that anyone in town can see and judge my art work.

Expressions: How did you choose which piece to enter into the show?

Davis: I don't really have a specific method, I just pick the one I like the most, and hope others like it as well.

Expressions: Will you enter more of your

art in the future?

Davis: I am not sure, I might.

Expressions: Do you have any advice for aspiring artists, that might be nervous to enter their art in the shows?

Davis: Honestly, if you feel like doing it, just do it. It might be scary to have other people look at your art, but when people compliment it, it's the best feeling.

For those interested in submitting a piece in the shows, you can talk to the SLOHS art teacher Michael Norton, or head to the "Art After Dark" website for more information.

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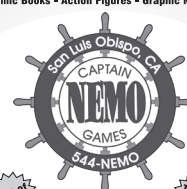
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SLOHS Teachers Who Once Taught at MBHS

By Kayley Rolph

In light of this month's joint issue with *The Spyglass*, San Luis Obispo High School *Expressions* interviewed some of our very own SLOHS teachers who taught at Morro Bay High School before moving here.

Expressions: When did you teach at Morro Bay High School?

Art teacher Tawnee Houle: I taught at MBHS for the 2015-2016 school year.

Physical education teacher Jack Greer: I taught at MBHS from 1993-2015. Courses that I taught were PE 9 and 10, Advanced Racquets, Yoga/Cycling, Dance/Aerobics, and Weight Training.

Expressions: What were the main differences in the academic atmosphere at MBHS versus SLOHS?

Houle: One thing that stands out to me is that students at SLOHS have an opportunity to take more elective courses than students at MBHS due to the trimester system. SLOHS students can take one additional elective a year compared to semesters which allows students to have a greater opportunity at completing certain pathways and getting to try out a variety of classes.

Greer: SLOHS teachers are experienced in their craft and definitely develop better connections with the students. The academic rigor and expectations are greater at SLOHS. I enjoy the flexibility of the trimester to allow more options for students. This is a major difference between the two schools.

Expressions: What did you enjoy most about teaching at MBHS?

Houle: I really enjoyed the smaller size of the school. I want to say the student body at MBHS was half the size of our school.

This allowed me to really get to know a majority of the students and it had a tight knit feeling.

Greer: I enjoyed the students at MBHS that displayed a genuine interest to learn and challenge themselves. Also, the "Men's Club" discussions at lunch.

Expressions: What about SLOHS?

Houle: I enjoy how involved the students at SLOHS are in the school. Even though it is a larger school it seems that most students have an opportunity to find a place, whether it's a club, class, or extracurricular, that they can thrive and grow in. It

seems like almost every student is involved in something happening on campus and that helps create connections and a sense of belonging.

Greer: SLOHS leadership, it's direction, and the teachers are all quality characteristics that are top notch in the entire county. Our athletic and CTE programs are excellent. Lastly, in a few years, Measure D will be completed and the campus will look amazing.

Expressions: What do you look forward to most throughout the school year?

Houle: As an artist, each school year I look forward to the creative ideas that new students bring to my classes. There are some projects that I teach every year and I am always amazed at the ideas that students come up with and I love helping them find ways to make their idea come to fruition.

Greer: At MBHS, I always looked forward to the PE biathlon where students swam twenty laps then ran to the rock and back. That was a true PE final that most students enjoyed!



Photo Courtesy of Zoey Nitzel

SLOHS FASHION PROFILE

Go to shoe: Vans
Go to backpack: Jansport
Go to jacket: Patagonia
Go to shirt: Bands tees, Crop Tops
Go to brands: Champion, Adidas, Nike, BDG
Go to stores: Urban Outfitters, Brandy Melville, lululemon
Go to pants: lululemon leggings, Dickies, and Jeans

"CHANEL WASN'T BUILT IN A DAY, AND NEITHER WAS I"

By Alexis Haas

Throughout San Luis Obispo High School, fashion is a way for each individual to express themselves. Students around campus take pride in being unique and showing off the style that they have established over the years. *Expressions* reached out to students at SLOHS who shared their influences amidst their discrete style.

Expressions: How would you express your parents influence on your fashion?

Senior Clea Wendt: Both my parents have unique ways to express themselves, which has greatly influenced me. I admire how they each can sport bold pieces and exhibit independence in their presence, which can then translate into clothing.

Senior Clare Dooley: My parents always allowed me to have total freedom in getting dressed every day, as long as it was practical for school.

Sophomore Ben Jackson: My parents have had little to no influence on my style besides the fact that they encourage to always keep it classy. It's mainly been my sisters who have influenced me to dress the way I do.

Expressions: Have your parents allowed you to evolve your style throughout the

years?

Wendt: I used to wear jeans under skirts so I can confidently say my parents have given me great freedom in my fashion statements and expressions. It's allowed my style to evolve to what it is today. Chanel wasn't built in a day, and neither was I.

Dooley: Yes, of course. They don't really care what I wear and they both like my style.

Jackson: My parents are extremely supportive of whatever I do as long as it's a positive thing so they've let me steer myself in my own direction which I'm blessed for.

Expressions: What piece of clothing best represents your style and why?

Wendt: A vintage scarf. It is small and simple but it adds pop to any outfit. It's also extremely versatile: I can't use it as a belt, a headband, and even a shirt if I'm feeling frisky.

Dooley: My Patagonia fleece because it's practical, vintage, has bold colors, and is a little rough around the edges.

Jackson: The funky collared shirt definitely represents my style because I'm always wearing a collar and I love fun prints on shirts.

Expressions: Has the community at SLOHS had an influence on your fashion?

Wendt: I feel inspired by certain people's

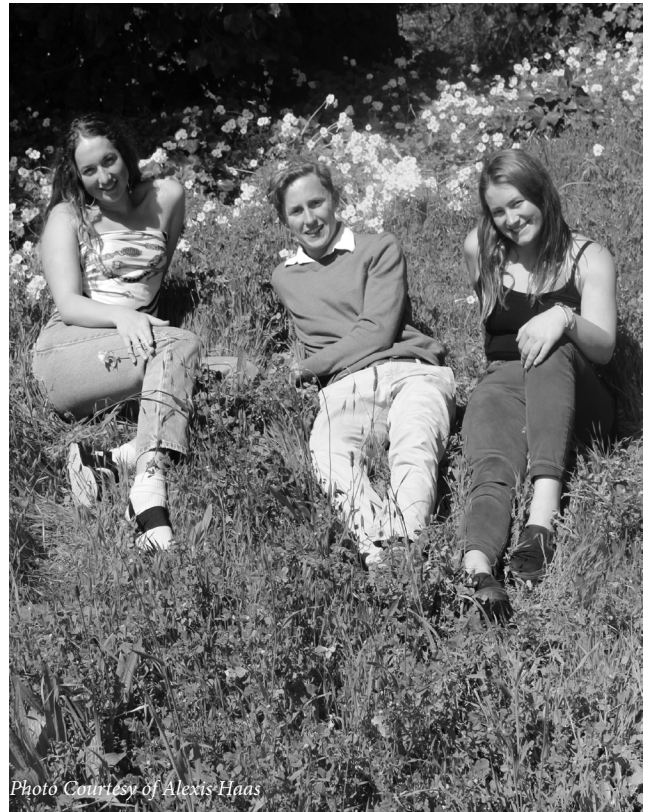


Photo Courtesy of Alexis Haas

clothing in SLO, but I don't think the community has been a great source of inspiration for me.

Dooley: Absolutely, every time I walk through the halls I get inspired by other students. Seeing older kids with a really unique style when I was an underclassman definitely helped me develop my style and become confident enough to wear it.

Jackson: The community at SLOHS hasn't had any influence on my fashion because I've been wearing the same type of clothes since the first day of freshman year and will wear them until the last day of senior year.

Expressions: Where do you prefer to shop in San Luis Obispo?

Wendt: I get the best finds in thrift stores in SLO. Because there is a small selection of chain clothing stores, it's hard to find anything extremely interesting or independent of what a lot of other students are wearing.

Dooley: I pretty much only shop at thrift stores; I think the best one in SLO is the Goodwill on South Higuera. Otherwise, I go to Urban Outfitters.

Jackson: I'd say most of my clothes are from Marshalls or TJ Maxx and my mom is usually shopping and sees a cool shirt, texts me a pic of it while I'm at school, and asks if I want it, I say "Of course thank you!" then pay her for it when I get home.



"I think this looks good and I'm going to wear it confidently."
Photo Credit: Spencer Caserio

MBHS Fashion Profile

Go to shoes: Vans, Birkenstocks

Go to backpack: None. Purse or shoulder bag

Go to jacket: Patagonia

Go to brands: Anything goes!

Go to stores: Urban Outfitters, surf shops, and thrift stores

Go to pants: Levis, corduroys

Students Find Freedom Through Fashion

By Audrey McClish and Madeline Booker

Louie Tagalicud is a Junior who is known to have a passion for fashion. He is also an active participant in the Theater Arts Program as well as Sexuality and Gay Alliance (SAGA).

Spyglass: Where do you draw inspiration from when choosing outfits to wear?

Tagalicud: I draw inspiration from a ton of sources, a few animes, all the current fashion lines. I try not to take too much inspiration from celebrities because being original is my focus.

Spyglass: How has your sense of style changed during your time in high school?

Tagalicud: I used to dress a lot more conservatively, and I used to wear a lot of blues and white for school spirit. Now I wear a lot of colors and more contrast to change it up and do more what I feel like.

Spyglass: How do you feel that you fit into MBHS fashion?

Tagalicud: I don't think I really blend in very well as a lot of my fashion seems kind of out there, and I know for sure you can spot me in a crowd pretty easily.

Spyglass: At MBHS, do you feel the need to wear a certain type of style or do you feel free to wear whatever you feel like?

Tagalicud: I feel absolutely free to wear whatever I want. For example, I am planning to wear a skirt in the next few weeks.

Spyglass: What is your favorite fashion trend or type of clothing or style to wear?

Tagalicud: I love Spring fashion, because of the bright colors and more pastels- I think pastels bring out the color in my skin well.

Spyglass: What was your first impression

of fashion at MBHS and how has that changed?

Tagalicud: My first impression was that there was a lot of people who just wear jeans and a t-shirt and that hasn't changed. I still think most people wear jeans and a t-shirt... and sometimes a jacket.

Spyglass: How does your identity (SAGA) contribute to your individualized fashion?

Tagalicud: I try to not dress masculinely, I try to keep my fashion choices unisex.



Photo Credit: Ellena Korishelli

Lauren Nagle is a sophomore at Morro Bay High School who our Journalism class felt is representative of general MBHS fashion. Nagle is involved in ASB and Water Polo. In her interview, Nagle gave the impression that rather than seeing herself as a leader in fashion at MBHS who consistently tries to meet and set trends, she tends to simply wear whatever it is that she wants to; which is highly representative of the general atti-

tude of MBHS students toward fashion.

Spyglass: What or who influences your fashion choices?

Nagle: Just different people around school, their different outfit choices. Sometimes I'll try and base it off what I see from what other people are wearing because it kind of inspires me...you can really express yourself sometimes through what you're wearing, I guess.

Spyglass: So, that brings me to my next question which is, how do you feel that you fit into MBHS fashion?

Nagle: I mean, I feel like everyone's kind of different, but we all kind of trend towards the same type of clothing sometimes, which is corduroys, or plaid pants or skirts. It's mostly because some of the stores that we all shop from influence us.

Spyglass: Do you have your local favorite surf shops?

Nagle: Yeah, I love Wavelengths in Morro Bay and CCS and Moondoggies in SLO.

Spyglass: Nice, so at Morro Bay, do you feel pretty free to wear whatever you want?

Nagle: Yeah, for sure. Everyone's super laid back, and we don't really judge each other that much. It's kind of "you do you," and whatever you want to wear is the best, I guess.

Spyglass: What was your first impression of Morro Bay fashion when you got here as a freshman?

Nagle: Definitely people doing their own thing. It was, not basic, but I did see a lot of things that I would've seen before. A lot of people would have the same pair of shoes, pants, or shirts, or stuff like that.

The Man, The Birdman, The Legend: The Story Behind MBHS's Falconer



By Ozzy Gomez and Jaime Martinez

Though most know him as “the Birdman”, Alessandro Todero works as a Falconer at MBHS. The birdman’s job is to use his falcon or hawk to scare away the seagulls so the students can have an enjoyable lunch. Here is what he had to say:

Spyglass: What does it take to be the birdman at MBHS?

Todero: “It’s not a major qualification but it requires some knowledge about falconry. This is a secondary job that’s allowed by the federal government only to individuals who have a falconry license for a couple of years. The federal government gives a special permit to do abatement, which is what we’re doing now, which is scaring away the seagulls basically. Falconry is hunting with a hawk...I have some different crops which are fruits. Many berries, cherries, and grapes. Basically, birds love that, they can decimate fields of lettuce before they start growing up. After they reach a certain height they just don’t care anymore.”

Spyglass: How many birds do you have and how do they differ?

Todero: “I have five birds, I have a Harris Hawk (Dave) which is one species and I have two falcons. When I’m here I alternate most of the time with three different birds to make it easier. It helps so it doesn’t make it more of a problem and it helps with organization. Usually, Dave is always here because Dave is very old and has experience in the job. He likes to do this and he does what he wants. I don’t have to keep an eye on him because I know he knows what to do. The other birds are younger and less experienced so I bring Dave out because he is experienced.”

Spyglass: How long have you been working with birds?

Todero: “I started about 9 years ago, as a sport.”

Spyglass: Do you enjoy your time being the Birdman of MBHS and why?

Todero: “Yes, I do. I choose to do it as a job because it’s not that dif-

icult and I’m not stuck in an office. There are some challenges such as the weather. The seagulls came over and started building nests about 50 years ago when the school was first built. It’s very hard trying to convince them not to come here anymore because they have been here so long. Every year the population is becoming larger and larger. These birds are basically living off the backs of people,

and as Morro Bay became larger, with more housing being built, and more restaurants, seagulls just come over and live off the backs of the people. They scavenge basically, they feed off of the scraps we leave behind. There’s just more and more of them every year.”

Spyglass: What is your favorite type of bird?

Todero: “I like Dave who is a hawk and I like falcons as well. Dave is a Harris Hawk. He is a purebred Harris Hawk. He presents the best qualities for a working bird. Falcons can be a variety because not only are the

species of falcon, we have two different crossing species of falcon. People are basically getting two species of the falcon to breed and create a new species. It’s kind of difficult to make a list of them because there are so many.”

Spyglass: Have you seen an impact on your efforts to reduce the seagull population?

Todero: “Yes, we have seen a drastic change. It’s not really a change in population because if you just start looking forward and around they basically live outside on the boundaries of the school, they’re everywhere if you go downtown Morro Bay practically every light pole has a seagull on it, they just follow people there will never be a short supply of seagulls, so basically we will never be able to push them away one hundred percent, they will always want to come back for the food. The nesting part we will be able to stop but their behavior of coming at lunchtime will never go away because they always know that here there is food.”



Photo Credit: Frank Gumia

6 ARTS & ENTERTAINMENT

A Theatrical Future Awaits MBHS Thespians

By Audrey McClish

Noelle Eben runs the Theatre arts program at MBHS. Her love for theater began in the first grade. She appreciates theater for its cathartic nature and its ability to bring people together. She was inspired to take the job coaching High School students to provide a space for students to express themselves and feel a sense of belonging.

to grow the program and getting people excited to see what we create. I set really high expectations for what I want a show to look like; we focus on working as a team to achieve the goal and stay committed to each other and the vision. We also have different roles as officers (like social media coordinator, event coordinator etc.) which gives students leadership roles and respon-

Eben: With Measure D funding, we are getting a new theater I think that will help make our shows more professional and the quality of performances will increase. I hope to get more students involved in theater. I want to start taking our students to bigger festivals, competitions, and trips to see professional theater. That's one area I would like to explore.

Spyglass: Are there any shows you are intent on the program taking on in the near future?

Eben: There are limits because of school regulations and our resources as well as considering what people will be excited to see. I really think Noises Off, Thoroughly Modern Millie or Hello Dolly would be really great shows to do here.

Spyglass: What is special about our theater arts program in particular?

Eben: I would say that all of the students in it are just such kind individuals who have very positive attitudes and work very hard as a team. It's rare to have a group of high school students that is so positive and open-minded towards other people; they have a lot of fun but they know how to work



Spyglass: How would you describe your approach to building a successful theater arts program?

Eben: My perspective on trying to build a theater program at a high school is a focus on performing, so I want to give students as much stage time as possible because that's how you learn the most; you learn by being in front of people not just studying or rehearsing.

Spyglass: In what ways has the program been successful?

Eben: I feel like we have been very successful in getting more students on campus excited about theater- and promote ourselves

sibility to reach out to others and promote/fundraise.

Spyglass: What has been challenging about running the program here at MBHS?

Eben: I would say at Morro Bay it's hard because our school is so small, and everybody is involved in so many things already so its a challenge to schedule rehearsals in a way that works for everyone. To create really good theater it takes a lot of time and at a small school, it can be difficult to find students who are willing to commit to the degree needed.

Spyglass: How do you see the program growing/changing in the future?

hard when it counts. They're very welcoming and it's a very fun place to be; we laugh a lot.

Spyglass: What's the most fulfilling part for you?

Eben: There's this moment after every show when the bows end and the cast runs off stage out the stage door. I'm responsible for opening the cafeteria door to let them in to greet their family and friends. It's one of my favorite moments because the cast is excited, exhausted, and exhilarated by the performance. Seeing the joy on my students' faces truly makes me the happiest I've ever been.

Sunnarborg Wrestles Through Glass Ceilings

By Mailani McKelvy

For the 2018 wrestling season at Morro Bay High School, freshman Hazel Sunnarborg met and exceeded all expectations when she placed 2nd in the CIF Masters Tournament and 7th in the state of California. The Morro Bay Spyglass interviewed this athlete to gain more insight about her experience as a freshman wrestler with such an impressive season.

Spyglass: What is your favorite part about wrestling?

Sunnarborg: I think that it's the fact that you get to work on mental stuff at the same time, so it helps with like not only with the sport, but it makes standing in front of crowds easier-- just that mental toughness. It just makes your life better.

Spyglass: So do you feel like it's beneficial for you as a freshman-- or just as a student in general?

Sunnarborg: Oh definitely. I used to like get really nervous in front of like crowds and stuff, but like after going into the spotlight and having to wrestle-- nothing compares to that.

Spyglass: On the other hand, what is the hardest part about wrestling?

Sunnarborg: With wrestling sometimes there are just people who are better, I guess when it comes to the sport, and sometimes even when you do your best you can't win. And that's just a tough thing, I guess. But it's definitely the hardest part.

Spyglass: Was this your first year wrestling?

Sunnarborg: No. So I started in the middle school program in 7th grade-- though those seasons are shorter, they are only like a month. I did that 7th and 8th grade and this is my first high

school season, like, for real.

Spyglass: Has it been difficult to balance school and sports as a freshman [at Morro Bay High School]?

Sunnarborg: It's definitely kind of challenging; it's just a lot of homework and assignments that I have to complete-- and I have a terrible memory. It's hard because practices are later, like at 5:30, and 7:30.

Spyglass: Why did you choose to pursue wrestling over other sports?

Sunnarborg: I used to

do like soccer-- but I don't know, I've always been more of an aggressive person. And, uh, it's a contact sport and it just sounded interesting. And the aspects are just-- it just gives you a different kind of workout.

Spyglass: Do you think that you have gotten the recognition that you deserve from Morro Bay High School as far as your placement in the State match?

Sunnarborg: Oh, absolutely. Like, students have come up to me and said really nice things and it's just a very supportive environment.



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Is Homework Helpful Or Harmful?

By Adam Rainbolt

Homework has been a part of the high school experience for what seems like forever. However, Morro Bay High School's Ms. Weitzen has been determined to change this as she has been working to convince other teachers of the value of changing Morro Bay High School to a no-homework policy. In order to see how homework affects students, Senior Taylor Joller, Junior Isaac Avila, Sophomore Amanda Cameli, and Freshman Jackson Powell were interviewed at a different time.

Spyglass: First of all, I'm just going to go around and ask each of you how long you typically spend on homework every day. Let's start with you.

Taylor: ..Typically like 2 or 3 [hours]. But that's not necessarily homework because as a senior I don't have like a lot of homework, but I do have a lot of stuff that's school related.

Jackson: Probably like 5 or 10 minutes.

Isaac: Probably about 30 minutes.

Amanda: Mine's closer to Taylor's, like two and a half hours to three hours. Right around there.

Spyglass: [Taylor], you mentioned that you see a difference between homework and doing other things for classes, what is that difference?

Taylor: So homework I have to do for classes. I have a free period... [and] since I need my teachers help to complete [my homework] because in AP classes where you have to cover so much before May [so] they assign a lot of it as homework and I don't know how to do it, so I don't do it unless they're there with me. And other than that I have a job that I bring stuff home with and I have college applications that are surprisingly still going on, and scholarship application, and stuff for graduation, and all that.

Spyglass: Would you say all of that is really hard to balance?

Taylor: Yeah.

Spyglass: Do you think that if [a no homework policy] was a thing schoolwide, do you think that your education would be better?

Isaac: Yes, because I think that I would be less stressed about homework and stuff. I'd probably be happier.

Spyglass: Nice. So for everyone, what would your ideal education be like at our school, in terms of homework and just an overall balance of studies and life?

Isaac: Minimal. If you don't complete the work in class you probably have to do it at your house or just want to like study then you can choose to study but not a lot of homework.

Teacher Interview: Megan Weitzen

Spyglass: You have expressed in the past that you do not support homework. Can you tell me what led you to that idea?

Weitzen: I have two children of my own that have too much homework already in 5th and 7th grade. There are many times that, as a family, we are unable to spend quality time together due to homework. I am also extremely frustrated with homework that is sent home and expected to be completed by students with

help of an adult...It seems that there is a serious lack of equity happening for children who do not have parents that are able to help them with their homework. I have also witnessed students at MBHS struggling with homework-related issues and think we need to rethink our whole philosophy on homework. [...] They are always stressed outand to be honest, because they don't have time to complete homework at home, I see most of them copying from one another or using homework apps to get their homework "completed."

Spyglass: Do you feel that students' quality of life would be better?

Weitzen: Absolutely! I believe that many teachers forget what it was like to be a kid and do not realize the increased pressures on students today. I see the majority of students overworked, stressed out, and under immense pressure to get straight A's, get into college, etc. Life is too short to be a kid and spend your entire day doing schoolwork. [...] If there isn't a reason why [work] should be done at HOME and not school, I don't see the point.

Spyglass: If Morro Bay High School or even the entire school district were to remove homework, do you think that it would still be able to be academically competitive with other high schools?

Weitzen: Definitely! I do not think homework is the reason for a school to be considered academically competitive or not. ...Also, I think we are often measuring "success" in the wrong way. I think we should be looking at how are students are doing overall, and this includes their happiness and mental health... I would love to have MBHS recognized as "The Happiest High School in America."

Spyglass: What would your ideal high school education be like for your students?

Weitzen: : An ideal high school education for my students and my own children would be one that was focused on meaningful education that tied learning to real life application... If we focused on teaching students in a way that they could actually apply to real life, I think we would see engagement and appreciation for learning improve [and]... an improvement on their mental wellbeing as well.



Sophomore Nolan Ashworth dutifully works on homework... but is it worth it? Photo Credit Adam Rainbolt

IS THE HYBRID SCHEDULE WORTH THE CONFUSION?

By Crystal Arroyo and Ashley Magday

For the past two years, Morro Bay High School has been using a new “hybrid” schedule where on some days students have all of their classes, and on other days students have a block schedule (where they attend three 2-hour classes). Before the hybrid schedule, students only had a block schedule. For those who have experienced both, opinions on the hybrid schedule vary. We interviewed both history teacher Laura Van Zee, junior Zachary Moore, senior Anya Mammen, and junior Zeanne McCarthy to get their thoughts on this issue.

Interview with Laura Van Zee:

Spyglass: Do you prefer having the hybrid schedule, block schedule, or the single period schedule? And why?

Van Zee: It has changed a lot- personally I like the block schedule, possibly a little selfishly but I liked what we could do in class, I liked having that time... [especially] for the advanced classes. It's true that for regular classes it's a little bit difficult... [but the hybrid schedule] works really well with that, in giving kind of a balance between the two, and still allowing for some of the longer days... I think it's better for a lot of the students to have more for break up of time.

Spyglass: What are some differences between these schedules for your teaching? And does it affect the time you have for teaching?

Van Zee: I liked not having so many starts and stop, things could flow a little bit better when you have a bigger section of time but I think especially the way that our digital world has changed brain neuroscience of your guys' brains, you guys don't have the attention span of quite as long as say, you know, like 10 years ago, you guys have just been trained to do things in shorter chunks so I think that it definitely benefits student a lot more to have that shorter chunk of time. I think though for AP classes it is a lot harder. I think that the



Photo Credit Spyglass Staff

block period benefits an AP schedule.

Interview with Anya Mammen:

Spyglass: Do you prefer having the hybrid schedule, block schedule, or the single period schedule? And why?

Mammen: I prefer the hybrid schedule because it has block days that work best for classes like science and English, and regular days that are better for classes like math and Spanish

Spyglass: When the schedule changed how did it affect your learning?

Mammen: It didn't affect me too much, it's just different when I'm turning in homework... It wasn't too hard to adjust, I like the hybrid much better than the block schedule.

Spyglass: Did you take any AP classes throughout your high school years when the schedule kept changing? And if so what differences did you see in those classes?

Mammen: I started taking AP classes when I was a junior and it was the first year that had the hybrid year, so I can't really compare it to previous AP classes.

Interview with Zeanne McCarthy:

Spyglass: Do you prefer having the hybrid

schedule, block schedule, or the single period schedule? And why?

McCarthy: I prefer the hybrid schedule because it adds variety to the week... it was weird to adjust because of the different times but I've gotten really used to it and have grown to like it.

Spyglass: Did you take any AP classes throughout your high school years when the schedule kept changing? And if so what differences did you see in those classes?

McCarthy: I was taking AP Euro when the schedule changed and it pretty much determined the class schedule. Test days were on block periods. Lectures on Tuesday/ Friday. And Monday was kind of a waste because there was not enough time to do much.

Spyglass: Why do you think they changed the schedule?

McCarthy: Well, as far as I know..there was a controversy before it happened. English, Math, and History teachers wanted shorter classes. Science teachers wanted longer classes because it's hard to set up and take down labs so many times. I believe the administration's decision. . .tried to take into consideration everyone's opinion.

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