



# Pinto Press

a Mass Media class publication

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## Moniteau County R-1 Schools



"Equipping today's children for tomorrow's challenges."

www.californiak12.org

### 2019-2020 Calendar

From Dwight Sanders, Moniteau R-1 superintendent

The Missouri Department of Elementary and Secondary Education (DESE), responding to revised state statutes, has recently changed a tradition that is as American as baseball, hot dogs, and apple pie...snow days and the inevitable task of scheduling make-up days. Who doesn't love a snow day and that unexpected opportunity to get a few more hours of sleep? The downside has always been that eventually those snow days have to be made up and frequently at less than desirable times.

That age-old tradition is about to change. Beginning with the 2019-2020 school year and beyond, students may not have to make up snow days.

The traditional approach required school districts to submit a proposed calendar to DESE listing planned *days* of attendance. Any deviations to that schedule, because of inclement weather, were required to be made up...day for day up to a maximum of 10 days. After 10 make up days, any additional missed days were exempted by DESE from being made up.

That will all change for next school year and thereafter. Districts will now be required to schedule a specified

number of *hours* of school attendance rather than days. Districts will be required to schedule 1,044 hours of instructional time plus build in a maximum of 60 additional hours of make-up time for hours missed because of inclement weather (60 hours is the approximate equivalent of the previous rule of 10 six-hour school days). However, as long as schools have 1,044 hours of school attendance at the end of the school year, they have met the calendar requirements set forth by DESE.

The California School District has traditionally scheduled 169 days of student attendance and that will not change for next year. Based on the length of our school days, that equates to 1,118 hours of school attendance at the high school and 1,135 hours at the elementary and middle schools. Even if our district were to miss the maximum number of hours required to be made up, 60, we would still have more than the 1,044 hours that DESE requires.

As confusing as all of this may seem, the bottom line is that California students would not be required, under the new DESE standards, to make up any snow days. With that being said, our Board of Education wants to ensure that our students are receiving a top level educa-

### Alumni Banquet

Saturday, May 25, 2019  
California High School  
serving 6:00 to 6:45 p.m.

\$15 advanced -- \$20 door

**Meeting starts at 7:00 p.m. in the CPAC**

tion and has determined that our students will not be required to make up the first 4 snow days each year. However, any days beyond the first four will be considered for make-up by our Board of Education on a case-by-case basis.

Attention students! The good news is that we have averaged just three snow days a year over the last eight years and only two of those years did we exceed four days missed—this year we missed six days and in 2014 we missed eight days. So, the odds are in your favor that you will not have to make up snow days in future years.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		7 MS Spring Choral Concert 7:00 p.m. in CPAC FFA Banquet 6:30 p.m. in CHS commons	8 HS Football Parent Meeting 7:00 p.m. in CPAC	9 Senior Scholarship Night 6:30 p.m. in CPAC	10 4th grade to Wood Place 2nd grade to Historical Society California Kids end of year party <span style="background-color: #ADD8E6; padding: 2px;">District BB @ California</span>	11 District Track Meet
12	13 Kindergarten to Wood Place 1st grade to Sonic 5th grade to Courthouse HS Music Banquet	14 Seniors' Last Day 5th grade Graduation in CPAC	15 2nd grade to Sonic Baccalaureate 7:00 p.m. in CPAC	16 Pre-K Program 2:00 p.m. in CES Music Room 2nd grade to Proctor Park 5th grade to Tan-n-Go	17 FFA Barnyard 3rd grade bowling party 4th grade to Proctor Park 5th grade to Wood Place Pinto Express Auditions after school	18 Sectional Track @ Montgomery County
<b>District Baseball Tournament @ California</b>						
19 Graduation 2:00 p.m. in CHS Gym	20 3rd grade to Wood Place MS STARR Party	21 2nd grade to Wood Place 3rd grade to Proctor Park	22 ES PTO Fun Day School Board meeting 6:00 p.m. in CHS Library	23 <b>Last Day of School</b> Early Dismissal 5th grade to Proctor Park	24 <span style="background-color: #FFFF00; padding: 2px;">State Track @ Lincoln University</span>	25 Alumni Banquet @ CHS
26	27 <b><u>Memorial Day</u></b>	28 <b>Summer School Begins</b> HS Volleyball - Eldon League	29	30	31	1
2	3 HS Basketball Varsity League @ Eldon	4 HS Volleyball - Eldon League	5 <span style="background-color: #FFB6C1; padding: 2px;">Dance Squad @ Elite Performing Arts</span>	6	7	8
9	10 HS Basketball Varsity League @ Eldon	11 HS Volleyball - Eldon League HS FB 7 on 7 @ CHS	12	13	14	15
<b>MS Girls Basketball Camp @ CMS</b>			<b>Little Pintos Basketball Camp @ CHS</b>			<b>MS Girls Basketball Camp @ Bolivar</b>
16	17 HS Basketball Varsity League @ Eldon	18 HS Volleyball - Eldon League HS FB 7 on 7 @ CHS	19 School Board meeting 6:00 p.m. in CHS Library	20	21 <b>Summer School Ends</b>	22
<b>HS Girls Basketball @ Eldon League</b>						

For athletic event times, go to the athletic calendar on [www.californiak12.org](http://www.californiak12.org)

## A field trip's purpose

By Kayla Wehmeyer

Many people may ask what makes a good field trip for students, and some may ask why do they even go on field trips. The key to a good field trip is parent participation, nice weather, good behavior from the students, and good listening.

Wendy Barker, a third grade teacher at California Elementary School, said that field trips can be both educational and fun based for the students. Going on field trips for any grade level is a great way for hands-on learning.

"Our third grade field trip is based on science and social studies units that students are learning about in the classroom," Barker said.

To be able to go on the field trip, the teachers have to take it up with the principal for approval.

Although there are not any disadvantages for trips, there are many benefits. Students make memories with their friends, and it is a great learning experience.

Each grade level goes on a field trip(s) throughout the year whether it is a big trip, several small field trips, or both.

First grade took a trip to Arrow Rock. Second grade went to Stark Caverns in Eldon. Closer to the end of the year, they will walk to the Historical Society, the park, Sonic, and to the library to learn about their summer reading program. Second grade will also take a trip to the high school for the FFA Barnyard.

The entire third grade took a trip to Jefferson City to visit both the Capitol

and Runge Nature Center.

The students' favorite part was at the Runge Nature Center. Pictured are students waiting to go inside. Meanwhile, they enjoy the beautiful weather. Runge put on an

interactive show about the food web, and students got to go up on stage to participate.

The fourth grade class went to the Columbia Movie Theaters to watch Wonder Park and went to Bonkers afterwards.

In March, the fifth graders took a trip to Jefferson City for Archives Alive and roller skating. Last September, they walked to the Historical Society and the Finke Theater. In May, they will also be walking to the courthouse and Wood



## Continuing the learning experience

by Kody Bisges

As the school year comes to an end, the elementary school staff begins to prepare for summer school May 28 to June 21.

Summer school for kindergarten through fifth grade is more about continuing to learn and engaging with their teachers and other classmates. The main goal for the elementary school is to get a lower ratio of teacher to student to provide more one-on-one instruction.

Gary Baker, elementary school principal, said he "develops rosters and makes sure there are teachers and support staff to make things positive for a good day-to-day experience."

For incoming kindergartners, summer school is more about getting used to the building like walking into school and walking through the hallways. The purpose is to get rid of student and parent anxieties so when the students come back in August they are ready to learn.

For the older students summer school is more focused on building teacher relationships, revisiting areas of weakness, and doing exploratory skills.

"If the kids feel like they're playing while learning at the same time, then we're doing our job right," said Baker.

The curriculum taught in the summer is based on the Missouri state standards, but the school also uses their collected data to control what is emphasized for some students over others. All of their time is spent on ELA, math, social studies, and science due to not having any specials like P.E. or art.

There are about 280-350 students that come back for summer school out of the 625 in the school. Each year the state covers all of the meals for the summer school students and teachers.

The free meals come from a state funded program, and to get that the school has to document how many students and teachers go through the meal line each day; then the school gets reimbursed for that money.

There are also no busses ran during summer school due to cost and the difficulty of scaling down the routes to only get certain kids.

Summer school is not required for elementary students, but is highly encouraged to keep students engaged in school and prepare them for the next school year.

Place Library.

"Overall, the students enjoy every field trip we go on," Barker said.

Close to the end of the year third graders go on small, rewarding and fun trips. The students who pass their multiplication all the way through get to go bowling for a reward. They also take a trip to the library to listen to some stories and learn more about the summer reading program. They will also get to walk to the park to enjoy the nice weather.

## In my room . . . Mrs. Holly Higgins Facilitates Student Learning

by Sam Smith

Holly Higgins' first grade class has developed reading and comprehension through their reading/sight word activities. These activities were developed through collaboration of the first grade teaching team.

The activities have proved to be the best way for the students to learn on several fronts. The key to getting

a student to learn is for them to want to learn. The students rotate through stations and do the majority of the work in groups of their peers or independently.

Higgins said, "they really love stations, and we switch the stations often to keep it fun for the students."

As the reading activity begins, students have sectioned themselves into groups to work on their station's activity. When their allowed time ends, they move on to a new station and continue until all stations are complete.

Not only do the students look forward to and enjoy these activities, but

also they are motivated by high five awards to do their best and score well in every station or activity.

High five awards are given to students when they ace a test, perform well in activities, or behave well all the while. High five awards are presented during lunch. Principal Gary Baker

announces the student and what great thing they did. The student gets to run up and give Mr. Baker a high five and receive a small prize.

All of these things work together to create the greatest environment for better learning, reading, comprehension and much more.



Pre-K Program

2:00 p.m.

Thursday, May 16

Elementary Music Room

**Fifth Grade Graduation**

Tuesday, May 14

7:00 p.m.

California Performing Arts Center

## Exploring higher education

By Jesse Wingate

This April the California Middle School sixth grade students went to the campus of Central Methodist University in Fayette. The students toured many interesting places on campus.

They were separated into groups and then rotated on tours at the Ashby-Hodge Art Gallery, Stephens Museum of Natural Science, the sports complex, and the Little Theatre and library. After the tour they were taken to Fayette City Park for lunch. When they finished with lunch, the students toured the Morrison Observatory.

Every year, the sixth grade class goes on a field trip. In the past, the trip has been to the St. Louis Zoo. The teachers decided to change it this year because “that’s a three hour drive one way and we wanted something a little bit closer to home,” said Elizabeth Dick, sixth grade English teacher.

The teachers chose CMU because from an educational standpoint, it helps younger students realize some of the amazing small colleges that they may not have otherwise known about.

This type of trip can be helpful to students at this age. They may not know what they want to do or where they want to go, so trips to small colleges like CMU can be helpful in making future decisions.

## In my room . . . Mrs. Motley goes back in time to Rome

by Georgia Hoellering

Lisa Motley is the sixth grade social studies teacher at California Middle School. Motley taught two years at another middle school and ten years as a counselor, but this is the first year she has taught social studies.

Motley chose social studies “because I like the story behind history, and I like to help students think about how events in history have shaped society today.”

She teaches six different social studies classes during the day. The largest contains 24 students, while the smallest contains 16 students.

Recently the students have been working on a Rome project. This project offers two different ways the students can show their knowledge about Rome.

The first way is a travel brochure, containing either the city of Rome or Constantinople. The brochure is supposed to persuade parents to take them back in time to Rome. The criteria includes two locations where the students would want to go and an explanation of the religion practice in that city with three pictures and sources.

The second way that the students can show their knowledge over the les-

son is by making seven memes, which are little comic strips. This has to contain a person, place, and an event in Roman history. Students have to create seven slides including specific details to show that they comprehend what they are actually writing about. The students were allowed to pull out things about Rome that they thought were most interesting.

Motley said this project is “similar to the other projects we have had. Most projects are in place of a test, and students enjoy doing the projects more.”

“When I came up with the unit, I had the brochure in mind. Towards the end I added the option for the memes, so it changed as I went through the unit,” Motley said.

Rather than an essay, memes and brochures are more relevant to what students see everyday.

“I like that the students are still excited to do projects, and with this group they really like to talk and have class discussions,” Motley said.

She has really enjoyed doing this project with the students and plans on doing the Rome project in future years.

from CMS Pinto Pulse (Micro Google class) taught by Ms. Jeanne Beck

## CMS Talents

by Morgan Campbell & Taytm Walker, CMS students

Talents are everywhere in our district, though some people’s talents are more noticed than others. However, everyone’s talents should be noticed and recognized.

California R-1 School District has a variety of creative classes, such as band, art, and choir. Some students even practice their talents after finishing on their work.

Most of the CMS students are loud and proud to use their talents to help the school.

“I can play football all day long and basketball is my hobby in the winter,” said Collin Althoff. “I’m really just an all around sports type of guy.”

Even teachers notice students’ talents in the classroom by how taken they are to a subject and help them for later in life. Teachers of the choir, band, art classes and sports teams work with the students to exercise their talents.

“Hayden Gensler, he’s fast, Sarah Kirby and Alayna Butts do cross-country,” said Coach Porter. “Myra Silvey gymnastics, Gavin Porter is good at basketball, same with Karson McKinney and Kaden Keeran. Grace Porter is good at singing. They are good role models and leaders for the school with their talents and education level. These talents will be useful for later in life.”

The current sports team is track. Band and the expo classes, which include art, music and such and are held all year. Clubs can be joined at any time.

Whether it be sports, art, singing, or math, the diversity of the student body at California Middle School is strong.

## Middle school administration, faculty host sixth grade orientation

By Alex Meisenheimer

Orientation was held April 8 at the middle school for upcoming sixth graders and their parents.

Parents and students started out in the gym for the introduction of staff, dress code clarification, chromebook information, and bus eligibility.

After the introduction families were split into groups for a mock bell schedule. Each “class” in the rotation lasted for about six minutes and covered topics like homework help, school supplies, cell phones, star party,



At left, Matt Abernathy, middle school principal, shares some of his own history and introduces the sixth grade staff in the gym. He also goes over the main points of the student book.

Below, CMS Librarian Jill Meisenheimer takes a parent question at the recent sixth grade orientation event.

Christiane Goans, elementary counselor, brought the students over for a tour of the middle

library basics, exploratory classes, and band/choir.

If a family decided not to come, there is no alternative option, so they will miss some key information.

Marcia Bibb, the middle school counselor, said, “This incoming sixth grade class is on the larger end of the average class size.” It is currently at 106, which is a little bigger than both the seventh and eighth grade. With this number there will be around 20 kids per core class.

The week before the orientation

school. Then in August, the students come to registration to receive their schedule and find their lockers, so by the time school rolls around, they are prepared for their first day.

Marcia Bibb, said, “they are nervous at first, but after a week or two they get it down pat.”

In an hour and a half time span, a lot of helpful knowledge was given. Overall the orientation was a success.



This newsletter is a product of the CHS Mass Media class taught by Mrs. Christy Heimericks.

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## In my room . . . Mrs. Silvey prepares kids for college

by Anthony Strauch



Diana Corona and Marlena Heath watch an instructional video that shows what to do on their algebra 2 homework assigned by Mrs. Tabitha Silvey.

There are currently 17 students in Silvey's algebra 2 fifth hour class.

Algebra 2 is content heavy and involves graphing, logarithms, and exponent rules, etc. There are some math equations from previous math classes. According to Silvey, "most of the knowledge you gain from Algebra 1 is used in algebra 2."

The current work the class is doing is rational functions and reciprocal

functions.

"It is a lot of simplifying fractions, fractions that include variables and then being able to identify things about them and graph them. There are x,y tables that they have to come up with and then be able to graph them and tell me things about them like domain and range," Silvey said.

Taking algebra 2 has its advantages. According to Silvey this can be good prep for college. Likewise, if students take dual credit college algebra, algebra 2 can help significantly.

Algebra 2 also covers most of the math portion of the ACT.

Silvey said, "Most students tell me that after they have taken algebra 2, they feel like they know how to do a lot more of the math problems on the math portion of the ACT."

Algebra 2 is a huge part of college and will help prepare students for what lies ahead in their future careers.

Silvey also teaches algebra 1 and geometry.

## More to the story

by Hayden Green

High school students in Dana Barr's speech class participate in storytelling at the elementary school once a year.

The students are able to choose any grade level they want, and they get only a few days to prepare for their story. Once the student has their story approved and rehearsed, they are responsible for contacting their desired teacher to find a time to go tell their story.

Story selection is typically based on whether it was a favorite story as a child or if it was a popular one. They must tell the story in their own words while using actions. No props are allowed, including use of the book.

Over the years, there has always been a great response from the elementary students and their teachers. Storytelling gets the elementary school buzzing because it is fun for the students, and they love to talk about their experience.

"We always get really good feedback (after the storytelling); I love how it blends the high school community with the elementary school community," Barr said.

Storytelling to children also boosts their overall attitude for the day. Being able to read a story to a student can either help them calm down or it can



California High School's Kendra Dunham acts out her story, "Tikki Tikki Tembo," to Nancy Abernathy's second grade class. Payton Arriola shares "Time to go to Bed, Little Bear" with students of Amy Hoecker.



energize them and put them in a good mood.

"To them it's entertaining, but it also provides a foundation that promotes a love of reading," Amy Hoecker, elementary special education teacher, said.

This love of reading can teach young students lessons for later on in life where it's more prevalent. It sets a solid foundation for the students to be able to grow up avid readers and excel in school. The way storytelling can make books come to life instills a passion of reading in a child's mind that they will never forget.

For Swillum, this was a memorable prom event and being crowned queen made it all that more special to her.

With the addition of prom royalty, people have given these titles a connotation that is not always positive. Sparks believes that many times these are popularity contests.

On the other hand, Swillum believes having prom royalty brings more of a crowd to the prom, as it is something that gets people excited. "It gives people something to look forward to as you do not know who's going to win."

Prom has changed throughout the years. Trends have come and gone. Either way, for Sparks, Swillum, and several other prom goers, it will be a night they will never forget.

## Prom traditions come and go through the decades

By: Rebekah Farmer

One of the most popular high school traditions for juniors and seniors is attending prom. This was the same fifty years ago; however, traditions have changed drastically.

Prom in 1969 was much more involved than it is today as it included many more events. Prom was catered by the sophomore class and their parents. The parents made the meal while the students served the meal to the juniors and seniors.

The sophomores also did the entertainment including both skits and singing.

Debbie Sparks, 1969 CHS graduate, said, "Proms were much more extravagant than they are now. We also all came as commoners. There were no cliques and prom royalty. We were all together there as one."

Sparks feels prom is as big as it used to be because people just aren't as involved anymore. "People used to be much more family centered, so many times people are too busy to put much effort into these events."

For today's prom, students that are juniors and seniors may invite students from surrounding schools or students

that are in a lower grade. In 1969, that was not the case. Only the juniors and seniors that year could attend, with the sophomores catering.

"I think that less people made prom safer, especially because we knew everyone there," said Sparks.

MacKenzie Swillum, 2019 Prom Queen, said "my favorite prom tradition had definitely been the senior walkout"

The senior walkout is an event at the end of prom where seniors are formally introduced and honored since it is their last year and they are about to graduate. She also enjoyed being around her friends, eating with them, and dancing.

## Freshman & New Student Orientation

Tuesday, August 6

5:00 p.m.

California Performing Arts Center

## Returning Student Registration

Wednesday, August 7

12:00-7:00 p.m.

CHS Commons

## School Begins

Thursday, August 15

## Baccalaureate

Wednesday, May 15

7:00 p.m. CPAC



## Graduation

Sunday, May 19

2:00 p.m. CHS Gymnasium

