Federal programs: reflection and goal setting

From Mrs. Julie Bird, Director of Special Programs/Federal Programs Coordinator

Welcome back! What a snowy start to second semester! As we grind through the second semester of the 2019-2020 school year, we start looking forward and planning for the next school year.

For our Federal Programs, we begin reflecting on the services we are currently providing to students; we survey our families; we discuss activities held over the last school year; we discuss our goals for providing student services in the future; we discuss our fund balance for the remainder of the school year; and we discuss our fund allocation for the next school year.

A little background information on federal programs: Over 50 years ago, the Elementary and Secondary Education Act of 1965 (ESEA) was signed into law by President Lyndon Baines Johnson, who believed that “full educational opportunity” should be “our first national goal.” Today, with the law’s reauthorization through the Every Student Succeeds Act (ESSA), the U.S. Department of Education continues to build on the civil rights legacy of the original law by providing protections for our most vulnerable students and directing federal resources toward programs and strategies that help all students thrive.

In our district, we specifically receive federal grants to support Title I.A, Title I.C, Title II.A, Title III, and Title IV.A activities. Our Title I.A program is a schoolwide program at our elementary school that provides supplemental reading, English language arts, and math instruction. Services are provided based on student need through data collected from student assessments given throughout the year. We have three teachers and two paraprofessionals who provide instruction and support to students: Mrs. Pam Brauner, Mrs. Angela Butts-Althoff, Mrs. Jackie Howard, Ms. Brenda Oesterly, and Mrs. Jennifer Dampf.

They work alongside grade level teachers in the regular education classroom and also provide focused instruction to small groups of students or entire classes of students in the Title I classrooms. The goal of our Title I.A program is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Another goal of the Title I.A program is family involvement and engagement. Each school year, we co-host two family engagement nights. During the 2019-2020 school year, we co-hosted “Back to School Night” in August and “Arctic Adventure” Family Literacy Night in November.

Migrant education is a Title I.C federal entitlement program designed to provide supplementary educational and human resources services to highly mobile children who are age three through twenty-one.

Eligibility for the program is determined by the lifestyle of the parent/guardian (for example moving across school district, county, or state boundaries for the purpose of seeking or obtaining temporary or seasonal work in agriculture or commercial fishing activities). Children must move with the parent/guardian or join the parent/guardian within 12 months of a qualifying move. Children who are determined to be eligible may remain eligible for up to 36 months without another qualifying move.

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After long breaks, rules must be reminded in elementary school

By Jordan Bondurant and Chris Cassil

Just when elementary kids are getting settled in, Christmas rolls around and the kids get a nice break. When they come back, some rules must be retaught to get them back in the groove.

During Christmas break kids get in a different routine than they would at school, so it takes a couple weeks to get used to the school schedule again. It takes lots of reminders to get the kids back in the swing of things.

Kendra Hall is a first grade teacher at the California Elementary School. She has been teaching there for 10 years now.

“I treat the first week back from break like it’s the first week of the school year in August,” Hall said.

After coming back from break, the kids are energetic and talking about what they did and what they received. After they get back into the school routine, they are more calm and tired.

Hall said, “Longer breaks are better, but we don’t want them too long because the kids get too much out of their schedule.”

The teachers tend to see a difference in the way the kids act by grade level. This affects the ways they teach after break.

Rachel Hees, a fifth grade teacher at the elementary school, said, “To control some of the energy, we do lots of activities that involve movement. We try to find different activities that may not be part of the typical day’s routine.”

One of the activities the fifth grade level does is rotating each classroom through all five of the fifth grade rooms. Each teacher has a different activity planned to do with each group involving a winter theme.

Although breaks are nice, teachers are still prepared to get back to work when they return from the fun break they had over Christmas. They get students back into the school routine to finish the year strong.

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Operation Patriotic Pintos

The district’s school resource officers have started a new program to support local military.

“I am personally super excited about this program!!” said Officer Scott Harkins.

First, they are attempting to gather a list of all Pinto alumni that are currently deployed members of our country’s military. With the list of people in mind, they will reach out to the community to gather donations of items that can be sent as part of a care package.

They hope to have drop boxes at each of the school buildings for donations.

Harkins said, “We want to work with their families to gather information on how to make these care packages more personalized and special.”

The current student body will also get involved to make it a lasting personal experience for both the former student and the current ones. Students can help organize donations, pack boxes, and even write letters to the deployed.

Depending on the community support, and how well it grows, future plans would be to look into adopting a local Missouri Military Unit that has been deployed.

If you know of a former student that is currently deployed, please contact Officer Harkins: scott.harkins@californiak12.org.

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In my room... it’s best for students

By Jordan Bondurant

Scott Loring, the behavior interventionist at the California Elementary School, focuses on working with behavioral students and monitoring the recovery room.

Each day Loring starts his morning on breakfast duty. He then is in his classroom for the majority of the day to visit with kids that are sent to him because of classroom issues. He always stays busy seeing about 25 students a week, mostly the same ones.

Loring said the main task of his day is to “interact with the students and build them up.”

He loves making a difference for the kids. He does this by making them comfortable when they are in his room and building relationships with them over time. His priority is to help them fix their problem to get them back into their classroom.

“I like seeing the kids grow as they get older and realize that I’ve made an impact on them. I am also proud to support our teachers,” said Loring.

Loring has been working at California elementary for 12 years and is grateful for his role. He gets to work with young students, and to him that is fulfilling.

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With Pintos deployed all over the world, the list of requested items are varied. Here are some suggestions.

**Drink mixes** (individual sized) - tea bags, liquid water enhancers, hot cocoa, creamer

**Protein** - protein bars, canned chicken, jerky

**Condiments** - hot sauce, honey, ketchup, packets, jelly, cheese whiz, Nutella

**Snacks** - crackers, nuts, candy (non chocolate)

**Toiletries** - shampoo, toothpaste, toothbrush, body wash, floss, Vicks, wipes

**Entertainment** - magazines, thumb drives, games, batteries, reminders of California
Middle school has smallest enrollment in district

By McKayne Barbour

With only three grade levels, California Middle School is the smallest school in Moniteau County R-1 district.

It has 328 students enrolled this year, which is 93 students less than the high school and 333 less than the elementary.

Besides having fewer students to worry over, an advantage of the smaller size is having a smaller faculty. This provides more opportunity for a collaborative work effort, and the potential is greater for having a more tight-knit community.

For a few years, the district administrative team has discussed the numbers and how to create balance among its buildings. To that end, the district has a bond issue on the April ballot that will move the fifth grade into the middle school. This would help even out the buildings’ student numbers.

“One building is twice the size of the other building as far as student enrollment, so we feel like we can meet students’ needs better if we reconfigured those grade levels and improve classroom space,” said Dwight Sanders, district superintendent.

If the bond goes through, the middle school will be renovated to help fill the need of student space. Sanders oversees the planning for this bond, but the elementary and middle school principals are heavily involved.

Another advantage of expanding the middle school is having teachers specialize in particular subjects. Instead of being good at all of the fifth grade subjects, they can be great at one or two of them. They can focus their attention to better serve their students.

If the bond passes and the middle school expands, its enrollment should compare to the high school. And, while it will still be smaller than the elementary enrollment, the gap will be less dramatic.

Federal Programs (cont. from pg 1)

The migrant program focuses primarily on the educational needs of the migrant child and attempts to alleviate barriers to successful educational achievement. Qualifying students also receive breakfast and lunch at school free of charge. Also, providing before/after school tutoring for qualifying students and/or translation services for families during parent/teacher conferences is how the district is using the funding provided this school year.

We receive funding for Title IIA activities. This grant is used to help build systems of support for excellent teaching and learning. Historically, we have used this grant to support class-size reduction. For the 2019-2020 school year, we are again using this funding to help fund the salary for a sixth, second grade teacher.

Our Title III program is a district-wide program that supports our students who qualify as English Language Learners (ELL). We have three teachers that help to support our English Language Learners: Mr. Florent Siewert, Ms. Amie Doll, and Ms. Lisa Schoen. These teachers provide small group instruction both inside a student’s regular education classroom and/or within the ELL classroom.

Goals for this program for the 2019-2020 school year are to use funds for effective approaches and methodologies for teaching ELL, increase the English proficiency of English Language Learners by providing effective language instruction educational programs that meet the needs of ELL students and demonstrate success in increasing English language proficiency and student academic achievement, and use Title III funds in ways that build its capacity to continue to offer effective language instruction educational programs that assist ELL in meeting challenging state academic standards. For the 2019-2020 school year, we are using our funding to pay partial salaries, materials and supplies, and parent involvement materials.

The Title IV.A grant supplies funding to provide all students with access to a well-rounded education, to improve school conditions for student learning, and to improve the use of technology in order to improve the academic achievement and digital literacy of all students. This funding can be used for students district-wide.

For the 2019-2020 school year, the district is using this funding to provide programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM); to provide activities in environmental education; to promote the development, implementation, and strengthening of instructional programs in civics; and to provide activities in social emotional learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills.

Specifically, plans are to purchase and provide STEM Kits/Activities for elementary students, school-wide licenses for the Moby Max Program for middle school students, tablets that connect to the projectors for the math classes at middle school, tutoring one to two days per week for high school students struggling in science and history classes, and a school-wide or district-wide social/emotional curriculum.

These federal grants help to increase access to high-quality, equitable learning opportunities for students.

Throughout the school year, we send out surveys to our families to help us evaluate our activities and the federal grants in general. At the end of each school year, we meet as an advisory group to review data, discuss our needs, evaluate and revise our plans for each of our federal grants, and plan for the next school year. We value the opinions and input of our stakeholders and appreciate the continued support.

If you would like to be a member of this advisory group for the 2019-2020 school year, please contact Julie Bird, one of our Title I Teachers, or one of our ELL teachers.

In my room . . . Make good choices with Ms. Bibb

By Spencer Messerli, Brookelyn Waldrop

Marcia Bibb has been a middle school counselor for more then ten years for California. Through those years she has been teaching a class called Choices.

The main purpose of this class is, “to help the students learn about good decisions, peer pressure, bullying, and universal job skills. They learn about job skills in school like being on time, showing respect, and working instead of talking,” Bibb said.

Matt Abernathy, CMS principal said, “Students are exposed to several units that relate to making good social, emotional, and behavioral choices. They learn how to work with others and accept their differences.”

Although her class only lasts one quarter, Bibb does get to see every sixth grade kid that is part of the exploratory wheel. Students only see her Monday, Wednesday, and every other Friday. The other class days are with Jill Meisenheimer, who teaches an online safety class.

They don’t typically have homework in choices class, but they do take quizzes. The class mainly consists of group discussion and worksheets. Students also watch educational videos to help them understand the impact of right and wrong choices.

“It helps them with life because it talks about life skills. It also prepares them for peer pressure, bullying and respect,” said Bibb.

Choices class doesn’t just help kids for a couple of years, it impacts them for the rest of their lives and helps them make good and responsible choices.

Moniteau County R-1 Enrollment by Grade Level
as of November 15, 2019

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</tbody>
</table>

Federal Programs

661 = Elementary Total
328 = Middle School Total
421 = High School Total

Title III program

Federal Programs (cont. from pg 1)

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Students enjoy special reward for successful state exams

Last April, as California students prepared to take state exams, Principal Sean Kirksey offered an incentive that had both teachers and students buzzing. Those who scored in the advanced and proficient ranges, as well as those who significantly increased their scores from the previous year, were invited on a trip to Bass Pro in Springfield, Missouri, to visit the Wonders of Wildlife wildlife gallery and aquarium.

The cost to enter the museum were cut significantly by the Johnny Morris Foundation, and the local Eagles Club offered snacks for the students. Testing results were released in September.

Just before Thanksgiving break, one hundred California students and chaperones spent the day touring the facility.

“Spanning 350,000 square feet and more than 1.5 miles of trails, Wonders of Wildlife takes you on a journey through immersive habitats that entertain and educate while sharing the story of America’s most significant conservationists throughout history and today,” the museum’s website said.

California students moved through exhibits at their own pace learning more about local wildlife such as deer, fish, and ducks. A portion of the museum was dedicated to the story of America’s buffalo and the land in the time of Native Americans.

The students were also able to learn more about habitats beyond the familiar: penguins, ocean life, and even African wildlife.

Highlights of the day included feeding and petting stingrays (pictured left) and petting sea anemones (pictured above).

Kirksey is hopeful that this invaluable experience will be available to our high school students in the coming years.

California Academic Team

By Alyssa Roney

California High School plays host to several extracurricular opportunities throughout the school year, whether it be FFA, marching band, student council, or sports. Included in this mix is a small congregation of students known as academic team, or alternatively, scholar’s bowl.

The team is headed by senior captain Ivan Oppermann and competes in various meets throughout the school year, one of which was the recent Tri-County Conference Tournament at Southern Boone. California placed sixth.

In the midst of such competitions, the California Academic Team remains a tight-knit group. This is what sets it apart from other academic clubs where members typically compete as individuals rather than a team.

It is like a multiplayer version of Jeopardy, in which players from each team compete to be the first to buzz in to answer a question. These questions can range anywhere from advanced mathematics to the latest events in pop culture. If the first person to buzz in has the correct answer, their team is able to have first pick on all of three of the bonus round questions.

California Academic Team consists of six devout members and is seeking out interested high school students. Quick-witted, academically-inclined, or perhaps just intrigued students should contact Mr. Michael Baepler at michael.baepler@californiak12.org.

Academic Team meets after school every Thursday 3:00-4:00 p.m. to practice for upcoming meets in Baepler’s science classroom.

Support Project Graduation

Ash Wednesday Fish Fry

February 26
4:30-7:30 p.m.
Carry-out Only
at Clelin Farm Supply

fish, chips, cole slaw
$10 tickets
purchase from a 2020 senior

In my room ... Getting financially smarter every day

by Spencer Messeri

People use personal finance every day for everyday work, so it is no wonder the state requires high school students to have a personal finance class to graduate.

Jordan Hoecker teaches personal finance at CHS.

“This class is important because it teaches skills and strategies for financial well-being after high school,” said Hoecker.

Although students don’t have homework, activities fill the class time. Also, the students have tests for each chapter.

Being good at math would especially help students in personal finance because students use numbers all the time; however, math isn’t the hardest part of personal finance class. Learning the new terms plus the math can be a struggle for some students.

Hoecker said, “Overall, it can be pretty difficult because there are a lot of new terms students haven’t heard of before, such as a Roth IRA or portfolio diversification. However, since it has to deal with money, students usually are motivated to learn.”

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Friends of Music BBQ

$10 - adults
$5 - kids

Date: Sunday, Feb 23, 2020
Time: 11:00-1:30
Location: HS cafeteria

Carry-out Only

Fish, chips, cole slaw
$10 tickets
Purchase from a 2020 senior

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