



### Change for the Better

From High School Coach/Teacher Robb Hartman

Since my Pinto playing days ended in 2008, the athletic facilities improvements have put California School District at the top when it comes to athletic facilities. Since ‘08 we have constructed a new football stadium with an all-weather track, a new baseball/softball complex with turf infield, and an extension to the weight room.

These facilities have allowed us to practice and play games safely when weather conditions are not optimal. These facilities have also led to equipment and uniforms lasting longer because we have limited exposure to rocks and mud during unfavorable weather conditions. During our athletic season we encounter bad weather, but our athletes are prepared for competition in these conditions because they have had practice in those condi-

tions. Fortunately, injuries due to poor footing have diminished, as has damage to the playing surface.

While many of us, myself included, have great memories of the old playing fields, it makes me proud to see the continued support of our community, which insures that our students have the best facilities. This is advantageous for our current athletes as well as future competitors. GO PINTOS!

#### Summer dead week: July 1-9

“No school activities time” means no open gyms, competitions, practices, conditioning, weight training, no activity-related functions or fundraisers, camps or clinics at school facilities or sponsored elsewhere by the school, no coaches/directors or students may have planned contact.

#### Seasonal no-contact period: July 24-30

Any of the following can’t take place: competition, practice, review or chalkboard sessions, open facility, camp/clinic, group lessons, or private lessons. Conditioning/strength activities will **not** count as a contact day, so athletes **can** lift.



### Monthly Tech Tip

from Crystal Ashley,  
Community/Staff Relations Liaison

When we moved to a new district website last summer, we added a lot of new and updated resources to be user-friendly.

Below the Blue Navigation bar on the home page are the links to the building pages. Each picture is the link to that building page. Quickly find the building’s contact information. The building pages’ layouts are consistent with one another. They all have a Blue Navigation bar with information and resources specific to their building.

Below the picture you will find the class pages, athletic information, PTO information and more. Below that is the news and announcements and upcoming events, which are pulled from the District Calendar.

One of my favorite features on the district website is our class pages. Each class page is different, but on most you can find teacher contact information, news and announcements, pictures, and links to Facebook pages and other sites used in classes.

If you’ve not already, please take some time to see what has changed.



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1 Golf Districts @ Versailles	2 California Kids Talent Show 7:00 p.m. in CPAC Chapter FFA Banquet 6:30 p.m. in CHS commons 7/8 Conference Track @ Osage JV/V BB vs Crocker	3 <b>HS Spring Choral Concert 7:00 p.m. in CPAC</b>	4 Var Tri-County Track @ Eldon JV/V BB vs. Knob Noster	5 Senior’s Last Day Var Track @ home ES Lion’s Club Track Meet @ CHS	6
		HS English I and English II EOC testing				
Elementary and Middle School MAP testing						
7 HS Band Concert 2:00 p.m. in CPAC MS Spring Choral Concert 4:00 p.m. in CPAC	8 Scholarship Night 6:30 p.m. in CPAC Golf Sectionals JV/V BB vs Blair Oaks	9 HS Music Banquet 6:30 p.m. in commons	10 Baccalaureate 7:00 p.m. in CPAC	11 Fifth Grade Graduation 7:00 p.m. in CPAC	12 District Baseball Trny @ CHS 4:00/6:30	13 Track Districts @ Clinton
14 Graduation 2:00 p.m. in the HS Gym Project Graduation	15 District Baseball Trny @ CHS 4:00/6:30  CHS Choir Auditions	16	17 School Board Meeting 6:00 p.m. in CHS library 8th Grade BBQ District Championship Baseball Game @ CHS 5:00 p.m.	18 <b>Last Day of School</b> (early dismissal)	19	20
21	22 <b>Summer School Begins</b>	23	24	25	26	27 Alumni Banquet 6:00 p.m. in CHS Gym
HS Volleyball Camp					State Track Meet @ Lincoln University	
28	29	30 HS Volleyball League Tournament @ Eldon	31 HS FB 7on7 @ Versailles	1	2	3
State Track		Lady Pinto Basketball Camp K-6 & 9-12 in CHS Gym				
FFA Summer Trip May 30 - June 4						

## Recess Increases Student Engagement

by Katelyn McClelland

Recess is a daily necessity for elementary students. According to California principal Gary Baker, the number of recesses in a day and the length of each recess depends on the age group.

“Pre-k through third get two 15-minute recesses, one in the morning and one in the afternoon. Fourth and fifth each get one recess during the day, and it is 30 minutes,” said Baker.

There is also a certain criteria that determines the limits on each grade level’s recesses.



Fourth grade boys play four square, while Mrs. Kelly Hall monitors recess.

“We look at what is age appropriate and what we can accommodate within the educational day. Our main goal is to maximize our time in the classrooms and engage the students with the content designated by the State Standards,” said Baker.

“We incorporate recess because the active time helps students to focus and increase engagement in the educational setting, as well as being fundamentally important for their physical well-being.”

Although physical education classes are also provided for the students, the basis is different.

“Physical Education classes have a focus. The units are aligned with the Missouri State Standards. Recess, however, provides a choice. Students get to choose what activity that they would like to do and what peers they would like to interact with,” said Baker.

Recess gives kids an opportunity to blow off some energy, which allows them to become more focused while in the classroom. The students get fresh air, participate in team activities, and build relationships with others.

Students have a variety of activities in which to take part while on the play-

ground.

“They have a shed with various recess equipment such as balls for soccer, four square, and kickball. They have frisbees, basketball

hoops, a fort, xwave [skateboard equipment drilled into the ground that kids can stand and move from side to side], swings, and various other equipment (jump rope, sidewalk chalk, etc),” said Amie Doll, third grade teacher.

The elementary school has two grade-level teachers that monitor recess at all times.

According to Doll, “Each teacher takes one recess a day and has one recess off except with homework help. If you have homework help, you have it for both recesses.”

Homework help is for students that need help catching up on homework, projects or whatever the teacher believes should be worked on.



These learning squares give students the opportunity to take classroom skills outside.



Recess provides opportunities for young students to practice social skills.

When not on the playground during inclement weather, the students go to the multipurpose room to play games, or during swimming season (when the gym is not being used for P.E.) the students are taken to the gym.

Recess can be beneficial to both teachers and students, and allows students to focus more when in the classroom.

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## The Faces of CES: It is hard to be a family if we do not know one another! We could not teach a child or have our doors open without all of our family.



### Linda Wittenberger

grew up in Bunceton then moved to California until sixth grade and on to Russellville, where she graduated. Linda’s work at California Care Center brought her back.

She helped wheel the patients to their rooms and did laundry. Linda has also worked at California Mfg putting labels on coats. Her next employer was California Elementary School, where she still works as a janitor.

Her family includes her husband David and two dogs, Sandy, a border collie, and Max, a poodle.

Linda likes that everyone at California Elementary is so nice. “They are like one big family,” said Linda.



### Joey Cox

grew up on a farm five miles south of Clarksburg and four miles north of Latham. He went to Clarksburg C-2 school and graduated eighth grade. Then he

chose to attend California R-1 to graduate twelfth grade.

Joey is married to Johanna. They have three kids: Jac, 15 and twin girls Brett and Briar, 12. He likes this school because he went to high school here and everyone is very friendly and nice.



### Spencer Kimball

was born and raised for the first 10 years in Lee’s Summit. He attended Meadowlane Elementary until fourth grade. He then moved to Springfield, attending both Pleasant View and Hillcrest.

Spencer met his wife and moved to Jefferson City, then eventually California. He has four kids that he enjoys spending all the time he can with: Zach, 14, Madison, 10, Kai, 7, and Kelsey, 3. He said, “sometimes they are a handful, but they are well worth it.”

Spencer decided to work at CES because “I wanted to be able to see what my kids are working on and not just get the same old ‘nothing happened in school today’ bit. It’s fun to see the projects and class lessons for the day. Every day can be a parent teacher meeting if it needs to be.”

One of his favorite perks is getting weekends and holidays off to be with his family.

## In my room . . . Fourth Grade with Ms. Holt

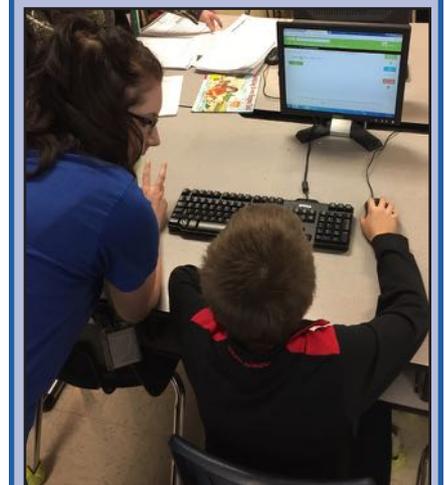
by Brice Miller

California Fourth graders take a monthly evaluation test so the teachers know what the students are excelling in and what they are struggling with.

CES started this year using MobyMax, but they have upgraded their systems to a newer program, International Xcellence in Leadership or IXL, to help the students excel in the four core areas.

“I was introduced to the IXL program during my student teaching semester with the Warrensburg R-6 School District,” said Mazie Holt, fourth grade teacher. “My mentor teacher there showed me the ins and outs of the program, and now I am trying to expand it within our district.”

If a student misses a question, a detailed explanation is brought up explaining what they did wrong and shows an example problem be-



ing solved. In the above picture, Holt works with Damien Pace who is using the program to study prepositions.

Holt said, “IXL lessons are available for Pre-K through twelfth grade, so it has really come in handy for challenging those students who are ready to work on skills that are beyond the normal fourth grade curriculum.”

## Middle School will go Electronic Next Year

by Kale McAdams

In the fall of 2017, CMS will go one-to-one. This means every student will get a chromebook to take home every day for homework and other school purposes.

"It's been in the long-range technology team's plan for years," said Jill Meisenheimer, school librarian. "Recently, the team decided that the high school would start the one-to-one implementation and then the middle school would follow the next year, which happens to be this coming year."

Some students will get new devices, and some will get used devices.

The students are responsible for the devices only during the school months. They are returned before summer break. During that time, the chromebooks will get cleaned and repaired before being

given back the next year.

Students will have online textbooks and get assignments from their teachers through Google Classroom. The high school also uses this method.

Many classes have already added the use of electronic devices into their curriculum.

Courtney Wiley, who is also on the middle school technology team, thinks that this will help the kids in the future fulfilling the Moniteau R-1 slogan, "Equipping today's children for tomorrow's challenges."

Wiley said, "A lot of jobs now and in the next ten years will require technology, and by introducing it into our classrooms, students will learn those skills through everyday use."

## R-1 Actively Deals With Substitute Shortage

by Hunter Carpenter and Wyatt Bonecutter



*Aaron Lewis substitutes around the district. On this day he is teaching middle school math.*

California R-1 has had a shortage of subs, which is pretty well known. It has been publicized in the newspaper, on the district website, and even through mass emails and text messages.

Currently the school has 57 board-approved subs and 7 non-certified subs, as in they sub for a paraprofessional, secretary, custodian, or food service personnel. Of the 64, only one is full time, Amanda Zbinden.

According to Crystal Ashley, the Community and Staff Relations Liaison, "This has and will most likely always be an issue for all school districts."

Recently, however, the California district has taken bigger steps to reduce the problem with the newspaper ads, the website statement, and parent emails asking them to spread the word.

"This school year our school board approved about 25 subs to be added to our approved sub list," Ashley said in regards to the results of taking these steps.

"We still need more [substitutes]," said Ashley. "Every year we have to re-

move subs from our list due to them finding full-time jobs or not being available to sub anymore."

Substitutes are needed daily around the district, with an average of six subs used a day, but it has ranged up to twenty-five subs in a single day.

Zbinden said, "I have substituted almost every day this year. There might have been a few days I have not, but those are very rare. On days I don't sub, I usually work in the central office helping with anything they need."

Ashley said, "Qualifications for a certified substitute include a high school diploma, 60 college credit hours, a Content Substitute certificate from DESE, and board approval after the application is received."

*Wilma Bryant said substituting is often making sure the kids working and following the rules.*



"California looks for compassionate, caring, responsible substitute teachers with a positive attitude, a desire and willingness to teach lessons so that teachers can stay on track with their units, and care for our students as much as we do," said Ashley.

"The district is great to work for," said Zbinden. "The students and staff in every building are wonderful and helpful. It is fun doing something different almost every day to keep you on your toes."

## In my room . . . 7th Grade History with Coach Austin

Seventh Grade History recently wrapped up the Pre Civil War Unit.

"The purpose of the chapter was to inform the students on what life was like in the mid-1800s before the Civil War," said teacher David Austin.

They studied slavery through the lives of African-Americans such as David Walker, Harriet Tubman and Frederick Douglass. They also discussed what life was like for women in the mid-1800s and the rights that they did not have such as the right to vote, to sit on a jury, to own land, or to speak publicly or in a convention.

The class looked at what led up to the Civil War. The differences between the North and the South included the different economies, the different freedoms for African-Americans, and what a woman's life was like in the North versus the South.

These students will study the Civil War in their eighth grade history class.



*Rylee Hees and Lexus Carpenter receive guidance from Coach Austin as they complete their assignment about slaves.*

## FACS Program Removed from District

by Katelyn McClelland and Kale McAdams

California R-1 administration decided that the Family and Consumer Science (FACS) program will no longer be offered and will be taken out for the next school year.

"When we knew that Ms. Jones would not be returning next year, Mr. Kirksey, Mr. Abernathy and I began working on a transition plan. The plan revolved around ensuring that we provided the very best options for our students," said Dwight Sanders, Superintendent of Schools. "Knowing that there exists a severe shortage of certified FACS teachers, we evaluated our options and what the greatest needs of our students currently are."

"We identified that with the implementation of our 1:1 initiative of Chromebooks for every student in grades 6-12, we need to provide additional course options relating to technology, which we will do with this transition," said Sanders.

Family and Consumer Science is no longer offered in many universities, so there are not very many teachers with FACS certification. As a result, many

high schools throughout the state have chosen to cut this program.

Sanders pointed out that "There are a number of vocational/technical schools throughout the state, such as Nichols Career Center, that provide much of the curriculum that was traditionally provided in a high school setting."

Even though the classes will be cut, Sanders feels the topics are beneficial.

"I definitely believe the skills that traditionally have been offered in a FACS program are beneficial and believe that they can still be taught in other ways such as at Nichols Career Center or in other departments in our high school. I also believe that many of the units that are traditional of a FACS program can be supported in a home environment such as cooking and sewing," said Sanders.

According to Sanders, the blanks left in the middle school schedule by the FACS electives will be filled by technology classes.

He said, "at the high school, there are an extensive number of elective classes that students will still have available to choose from. In addition, some of the units from the FACS classes will be offered through the PE/Health department and Nichols Career Center."

The decision to cut the program was made final at the March school board meeting. No other programs are being cut. Furthermore, the decision is not due to financial reasons. Sanders said that this was a focus on the students' needs.

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

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Printed by Central Missouri Newspapers, Inc, Jefferson City, MO  
online archives: [www.californiak12.org](http://www.californiak12.org)

## “Block the Door” Food Drive a Massive Success

A unique food drive was held at CHS March 16-17. Block the Door was to encourage the kids at California High School to bring in non-perishable foods for families in need. In return, they were rewarded with free class periods.

Students assigned their donation to a particular teacher. If that teacher had enough donations to “fill up the classroom doorway,” that class was “cancelled” for the day.

If a student had a D or F in a blocked class, they had to meet with the teacher anyway for one-on-one help and instruction. The rest of the class was allowed to choose between study time in the library, activity time in the gym, social time in the commons, or movie time in the CPAC. Roll was taken at the start of each period, and the designated areas were supervised by adults.

Since the reward was so motivating, kids brought in massive amounts of food.

“We collected about 3000 food items and

12 cases of water,” said Ashley Atteberry, student council sponsor. “Twelve families with high school students received the food.”

The food was distributed to student homes in need before spring break and then again before Easter break.



## Instrumental Jazz is Back

by Richard Hatfield

After some years, CHS once again has formed a jazz band, and it is a fine arts elective for students who have taken the marching/concert band class.

“In Jazz Band, we work with swing, blues, and soul music,” said director Shawn Smith. “We work on how to properly play in the jazz styles and improvise solos.”

For some in the class, jazz band provides a musical outlet that doesn’t have the Friday/Saturday commitment that marching band has. For others, it simply fits their schedule better. Still, some students are taking in all the music they can.

The class started with 12 members in the first semester but is up to 15. The group is not entirely made up of typical jazz instruments.

“Our instrumentation is very eclectic actually. We have flutes, clarinets, trumpets, trombone, all three types of saxophone, percussion, bass, and even tuba,” said Smith.

Currently, Jazz Band is preparing for a spring concert. This will also include a performance from the concert band. It is May 7th at 2:00 p.m. in the CPAC.



## Students Stay for Ninth Hour

by Richard Hatfield

Ninth Hour is a program where students who need help with classes get to stay after school for an hour to complete assignments or receive individualized help.

During this program, students attending can receive help on homework, finish projects that they are behind on, and make up tests they have yet to complete, possibly from absences.

Lori Bailey, school secretary and overseer of Ninth Hour, said, “Any student can attend ninth hour. There is a binder on my desk with a sign-up sheet. Ninth hour is available on Tuesdays, Wednesdays, and Thursdays from 3:00-4:00 p.m.”

Several teachers have stayed to work with students as their schedules allow. One of these is Mrs. Dana Barr.

“Ninth Hour gives students more individual attention on assignments.” It also “promotes self confidence in those

students who stay, as they feel more positive about their work after getting assistance and figuring out how to do the work successfully,” said Barr.

Ninth Hour is not only beneficial to the students attending, but is also beneficial to the teachers involved. For example, if a student who is failing a class due to missing assignments attends Ninth Hour, the teacher is relieved that work can be made up during the time of participation in the program.

One factor that could help attendance of the program is promotion of it. Although many students know of the program, they tend to forget that it is an option, and the few that do remember may think it is a punishment. However, this is not the case.

Kim Wilkins, California High School counselor, said, “Ninth Hour is actually a privilege that all students who want to excel in school can attend.”

## In my room . . . World Cultures

by Brayden Ash



Mr. Jason Gatlin and Mrs. Ashley Atteberry’s World Cultures classes recently completed their annual map project.

For this project, each student picked a European country and drew a map of it, labeling the capital, other cities, historical sites, universities, industries, and geographical features. They also made a key to correspond each mark with what it represents.

Each student researched their country in order to include the population, land size, primary language, currency, government type, and several interesting facts in the extra space of their poster.

“The project takes several days and produces many quality maps,” said Gatlin.



## Class of 2017 Events



Scholarship Night - Monday, May 8  
6:30 p.m. @ CPAC

Baccalaureate - Wednesday, May 10  
7:00 p.m. @ CPAC

Graduation Practice - Friday, May 12  
3:00 p.m. @ CHS Gym

Graduation - Sunday, May 14  
2:00 p.m. @ CHS Gym

Project Grad - Sunday, May 14

## 2017-2018 REGISTRATION

### FRESHMEN/NEW STUDENT ORIENTATION

5:00 p.m. Thursday, August 3 at CHS CPAC

\*Chromebook Distribution, Tour, & More

### 10th, 11th, and 12th GRADE REGISTRATION

Tuesday, August 1 at CHS Commons

DROP IN 12:00-7:00 p.m.

### FALL SPORTS MEETING

7:00 p.m. Tuesday, August 1 in CPAC

