EASTER BREAK

From Elementary School Assistant Principal Aaron Shewmake

CES is STUCK on Reading!!!! March 10th we celebrated our statewide read-in day. Our entire educational focus on that day was on literacy and how it affects everything that we do in our lives.

Our building was immersed in literacy all day, reading books in different ways. Some classes had guest readers, others read to each other, and some wore pajamas to read using flashlights.

Some grades brought social studies to life with literacy by listening to a book about each continent. The students made crafts/snacks such as African drums, French biscotti, Chinese fortune cookies, or Australian boomerangs. Students also located the continent they read about on Google maps.

The students made crafts/snacks such as African literacy by listening to a book about each continent.

The Read-A-Thon will be celebrated on Friday, March 31 with a school-wide assembly. At the assembly, students and staff will earn the opportunity to STICK Mr. Baker and I to the wall! For every $50 earned or 180 minutes read, students will get a piece of duct tape to help stick us to the wall.

Mr. Baker and I are looking forward to the fun. We just hope that someone will cut us down after the assembly!

### April

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- **EASTERN BREAK**

For athletic event times, go to the athletic calendar on www.californiak12.org
First Grade Rocked 120th Day of School with Counting Celebration

by Nyssa Gonzalez

California first graders celebrated the 120th day of school on March 2nd. This is the fourth year in a row that the first grade class has held this event.

According to Susan Hogan, a first grade teacher at CES, it was definitely an important, traditional, and eventful day that all the first graders celebrated.

Hogan said, “As part of our first grade math curriculum, students are to count to 120 by the end of the year. All of the first grade teachers as a collective whole came up with the idea several years ago. Now, it has become a tradition that we continue each year with our students.”

Many activities have taken place for the celebration. These activities did take getting to know each other with projects, a memory game, and even building a marshmallow tower together,” said Leonard.

When in the classroom on a daily basis, the third graders begin with the whole group together, learning specific subjects.

“In most subjects we do center-based learning. For example reading and math, we start as a whole group and I teach a mini lesson. The students rotate through stations where they do independent work, partner work, computers, and work with the teacher,” said Leonard.

Shown above, Mrs. Leonard works with a reading group while other students rotate through the independent lesson activities such as challenges on the big board.

Recently the third graders have been working on researching and writing about a famous Missourian. Mrs. Leonard said the students really enjoy it.

After researching and writing about the famous Missourian, “students will make a poster displaying their writing piece and other pictures that go along with their person,” said Leonard.

In March, they will host a Famous Missourian parade. Dressed as their famous Missourian, the students will parade through the elementary school with their poster.

6th Grade Orientation

Tuesday, April 18
6:00 - 8:00 p.m.
6th Grade Orientation

Tuesday, April 18
6:00 - 8:00 p.m.
at CMS

1. Meet the Staff
2. Visit 6th grade classrooms
3. Discuss school policies
- Dress code
- Cell phone
- Chromebooks

Students and parents need to attend the entire time.

A Kid’s Life

5th Grade Concert

How will grandparents show kids a life without electricity?

Thursday, April 20
High School CPAC
7:00 p.m.

Mrs. JoAnn Bestgen

was born in Washington, Mo and lived in the small town of Marthasville until she was 7 years old. She attended first grade in a three-room country schoolhouse.

Her family then moved to Jefferson City where she spent second through eighth grades in a Catholic school taught only by Irish nuns of Ireland. From there JoAnn attended Jefferson City High School and graduated in 1977.

She graduated from Lincoln University with a degree in Nursing, met a local boy from California named Bernie, fell in love, and married him in 1989.

Together they have three beautiful children: Amanda, Brian and Blake. Aside from school, JoAnn enjoys singing and NASCAR, and “you can usually find me at home down in my woman-cave sewing on a quilt or two or three.”

She attends Annunciation Catholic Church and teaches second grade parish school of religion.

JoAnn spent almost 30 years as a nurse either in the hospital or in-home health before coming to the California school district. She has been here five years now.

She tells people, “I don’t have just 3 children, I have 650 in my building, and I love every one of them as if they were my own.

“The staff here at this school are great, and it is safe to say that I enjoy getting up every morning and coming to work.”
Mike Hale, a middle school daytime custodian, cleans up after the first lunch shift.

Hardworking Custodians have Job Satisfaction
by Brice Miller

The California R-1 Middle School is a clean and sanitized building all thanks to our wonderful custodians Clara Phipps, Mike Hale, and Cliff Sampson. They work hard from when they walk in the building until they walk out to go home.

Each custodian covers one of three shifts throughout the day. The first one is 7:00-10:00 a.m.; the second is 10:00 a.m.-6:30 p.m. and the last shift runs 2:00-10:30 p.m.

The custodians clean the school every day throughout their shift and also try to keep the school safe.

“My favorite part about my job is the satisfaction of doing a job well, but it does get a little difficult trying to keep the school clean and safe for the students and teachers,” said Hale.

Custodians are a presence in the building for 15½ hours each day during the school year. In summer months, they work extra hard to get prepared for the coming school year.

They like to interact with the students when they can but with their busy schedule, it is a little hard for them to do so.

California Middle School

Twenty-three Years after Junior High
by Hunter Carpenter and Brayden Ash

All around Missouri, there are middle schools and junior highs. Here in California, we have a middle school although it used to be called junior high. Other places, such as Tipton and Jamestown, still have a junior high.

For California, the change to middle school occurred in 1994, after the current high school was built.

According to Matt Abernathy, the middle school principal, the differences between a middle school and junior high can be found in the age of students that are taught, and in the courses that are offered. Middle school focuses on content by grade level, while junior high focuses on content by high school fields of study.

“I have always known junior high schools to be seventh and eighth grades only and middle schools to be sixth, seventh, and eighth grades,” said Abernathy.

He does not feel that changing the name would cause a change in the students’ behavior, but the changes that would accompany the switch, such as courses offered or the grade levels attending, would affect the behavior.

Andrea Johnson, sixth grade math teacher, thinks the class structure would taught by teachers by grade level.

Traditionally, the purpose of a junior high is to help prepare students for their preferred subject focus; on the other hand, a middle school helps the students learn a little bit of everything while also helping them mature.

“If junior high became just seventh and eighth grades, assistance would be more academic-based rather than transition-based as it is at times with sixth graders. Training is involved in kids becoming “middle school” students versus elementary students,” said Johnson.

Abernathy said, “I like middle schools better because when thinking about what 12- and 13-year-olds need more, I feel it is important that they learn social and emotional skills before focusing on their high school field of study.”

In my room ... ESOL with Mr. Eric Larimore
by Nyssa Gonzalez

Mr. Larimore helps many students at California Middle School throughout the day, sometimes to simply get through the day. The goal of his class is to improve the students’ English skills and guide them through their classwork.

“The main purpose of my class is for students to improve in English, although that may be in speaking, listening, reading or writing,” said Larimore who provides very individualized attention to each student.

Those that need extra help with homework or want to advance in their English truly benefit from Mr. Larimore’s class.

Larimore said, “I teach classes that are based around what the student needs most. Sometimes that might include math or science as well.

Also, for the the last two years I have taught a class called Cultures. This is a class most of the middle school takes, and we learn about places all over the world.”

When Mr. Larimore isn’t teaching Cultures, he works with around 23 students at the middle school, boosting confidence in English and helping them succeed in school. He helps students to advance their English skills while helping them finish their classwork and projects at the same time.

Larimore splits his time each day between the middle and high schools.

Larimore said, “English is the number one skill for any student to take away from school, with the other classes a close second. Being on the same level as every other student in school is crucial for success.”

SPRING CONCERTS
California Middle School
Band
Sunday, April 23
2:00 p.m.

Choir
Sunday, May 7
4:00 p.m.
Many CHS Classrooms

English teacher Kate Lootens prefers tables as they provide neatness, collaboration, and surface area.

Many students at CHS would rather work at tables when in groups, and group work has become more commonplace.

Allee Koestner, CHS junior, said, “I do think that high schoolers should be able to have an effective group discussion in which every member knows how and is willing to participate. I think that tables allow students to strengthen those social skills.”

The prediction for next year is that more teachers will follow the trend of switching from desks to tables. Kirksey said a few teachers are interested in the change, but no decisions have been made at this point. Making this change will definitely make a difference for students and the classroom environment.

In my room . . . Advertising with Mrs. Julia Potter

Advertising is a relatively new course at CHS. It is in its second year and taught by marketing teacher Julia Potter. In the course, students learn how to advertise and sell products to consumers, which can prepare them for a business career.

This class has no prerequisites and can be taken by sophomores up to seniors. Right now it is mostly juniors and seniors.

A recent project was to create a product extension for a brand of the student’s choosing and come up with ideas on how the product will sell and how well it will sell. Examples are a new kind of candy bar for a brand like Hershey’s or a new kind of ice cream for Coca-Cola and so on and so forth.

Students were required to create a prototype of their product from whatever materials they saw fit. Then, they gave a presentation to the class about their new product idea explaining why they think it will sell and succeed.

Intervention Day Helps Struggling Students

Intervention days are held monthly at California High School to allow students with failing grades to get extra help. If a student has a failing grade in a class, they are required to go to the classroom of the teacher whose class they are failing to get help on missing work or concepts that are hard to grasp.

Kirksey, CHS principal, has done similar programs at other schools during his 23 years in education. He shared his experiences with the building Leadership Team who made a suggestion to the faculty.

“The staff has a strong desire to help struggling students,” said Kirksey.

Mrs. Whitney Toosley, CHS Counselor, said interventions started because a lot of students were struggling to pass all of their classes. These days provide those students more time with their teachers in a smaller group setting, allowing more individualized attention.

The interventions have proved very effective, dropping the number of students with at least one F by 35% in two months.

“There have been both positive and negative comments about the interventions,” said Kirksey. “However, most of the teachers are very supportive of the program.”

The only negative comment voiced so far is that some students who are passing all their classes feel a better reward would be more time to work on their homework. This has been addressed by opening up the library to them during interventions.

Besides the opportunity to get extra time with struggling students every few weeks, teachers also appreciate the availability for all students, including Nichols and COE students. The timing is very convenient.