

*Colusa Alternative  
High School*



*Student Handbook*

**2022- 2023**

# Principal's Welcome

Welcome to Colusa Alternative High School. The policies and procedures in this handbook are the result of a concerted effort on the part of the faculty and the administration. This information has been carefully prepared and presented so that it will be of great value in helping you succeed in your school.

Your ability to succeed will be as successful as you set out to make it. Decide now to maintain an attitude of sincere purpose in your school work, be diligent and punctual in your attendance, and strive to recover your credits to better your situation. In so doing, you will earn the respect of your teachers, your parents, and your community.

We, as teachers, see our task as one of leading you to that point where you can effectively think for yourself. Our democracy will survive only so long as each of us is able and willing to decide on our own actions and accept responsibility for them. Making the right decisions for your life is an essential skill we hope to develop.

As you continue your education, we trust your days will be filled with rewarding and happy experiences.

David Johnstone, Principal

## Colusa Alternative High School's Statement:

*Our mission is to provide a safe, student-centered, high quality education to ALL students.*

## Colusa Alternative High School's Statement:

*Our vision is to provide, in cooperation with our families, an excellent, well balanced education where students gain skills necessary for success in an ever changing world.*

# Colusa Alternative High School



## Schoolwide Learning Outcomes

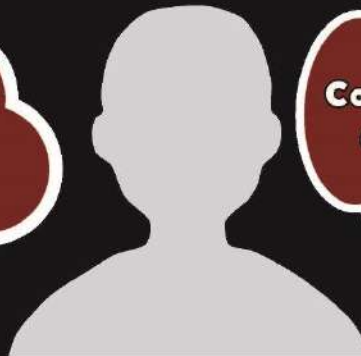
**Skilled &  
Resilient  
Problem  
Solver**

**Integrity  
Centered  
Academic  
Achiever**

**Creative &  
Innovative  
Thinker**

**Informed &  
Culturally  
Competent  
Citizen**

**Communicator &  
Collaborator**



Demonstrates awareness of the rights and responsibilities necessary to becoming a responsible member of society

Exhibits the ability to understand, communicate and effectively interact with people across cultures

Technology proficient  
Strategic and extended thinker  
Takes initiative  
Motivated by questions  
Accesses and utilizes appropriate information

High expectations of self perseverance  
Honesty of work completion & ownership  
Desire to learn  
Respects the integrity of the learning process

Values lifelong learning  
Sets long-term educational goals  
Develops a passion and curiosity for learning  
Engages in purposeful yet fun methods of learning

Students speak, listen and write effectively and with clarity  
Students actively read and comprehend multiple text genres  
Students adapt language according to audience and utilize technology to enhance communication

## 2022 - 2023 SCHOOL CALENDAR

S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
<b>July</b>							<b>August</b>							August 15-16: Preservice Days August 17: First Day of School																											
3	4	5	6	7	8	9	1	2	3	4	5	6																													
10	11	12	13	14	15	16	7	8	9	10	11	12	13																												
17	18	19	20	21	22	23	14	15	16	17	18	19	20																												
24	25	26	27	28	29	30	21	22	23	24	25	26	27																												
31							28	29	30	31							11																								
<b>September</b>							<b>October</b>							September 5: Labor Day October 28: Parent/Teacher Conf. TK-5 6-12 In-service																											
4	5	6	7	8	9	10	2	3	4	5	6	7	8																												
11	12	13	14	15	16	17	9	10	11	12	13	14	15																												
18	19	20	21	22	23	24	16	17	18	19	20	21	22																												
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							30	31							20																										
<b>November</b>							<b>December</b>							November 11: Veterans' Day November 23-25: Thanksgiving Break December 23: Minimum Day December 26 - January 6: Winter Break																											
6	7	8	9	10	11	12	4	5	6	7	8	9	10																												
13	14	15	16	17	18	19	11	12	13	14	15	16	17																												
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27	28	29	30				25	26	27	28	29	30	31																												
							16							17																											
<b>January</b>							<b>February</b>							January 16: Dr. Martin Luther King Day February 20: President's Day February 21: Lincoln's Birthday (observed) February 20-24: No School																											
1	2	3	4	5	6	7	5	6	7	8	9	10	11																												
8	9	10	11	12	13	14	12	13	14	15	16	17	18																												
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29	30	31					16							15																											
<b>March</b>							<b>April</b>							April 9: Easter Sunday April 7: Minimum Day April 10 - April 14: Spring Break																											
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							23							16																											
<b>May</b>							<b>June</b>							May 29: Memorial Day June 1: Home School/CAHS/EMS Graduation June 2: Last day of school/DHS Graduation June 1 and 2: Minimum Day June 8-11: Colusa County Fair																											
7	8	9	10	11	12	13	4	5	6	7	8	9	10																												
14	15	16	17	18	19	20	11	12	13	14	15	16	17																												
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28	29	30	31				25	26	27	28	29	30																													
							22							2																											

REQUIRED CLASSIFIED HOLIDAYS:			LEGEND:
July 4: Independence Day	Dec 26: Christmas Eve (Observed)	Jan 16: Dr. Martin Luther King Day	/ Legal Holiday
Sept 5: Labor Day	Dec 27: Christmas Day (Observed)	Feb 20: President's Day	Break
Nov 11: Veterans' Day (Observed)	Jan 2: New Year's Day (Observed)	Feb 21: Lincoln's Birthday (observed)	{ Preservice Day
Nov 24: Thanksgiving	Jan 3: In Lieu of Admission Day	May 29: Memorial Day	<> Minimum Day

BOE Approved: 01.24.2022

### CAHS Bell Schedule 2022 – 23

Monday, Tuesday, Wednesday, Thursday, Friday		
Period 1	8:10	-
Period 2	9:09	-
Break	9:58	-
Period 3	10:10	-
Period 4	11:04	-
Lunch (Optional)		-

# Colusa High School Code of Conduct

## DRESS CODE

Colusa Alternative Home School believes that appropriate dress and grooming contribute to a productive learning environment. Students are expected to give proper attention and wear clothes that are suitable for the school activities in which they participate.

### **The following dress code rules shall apply during regular school hours:**

Any violation of the dress code will result in the student calling home for a change of clothing and/or being issued a school shirt. Final decision upon the appropriateness of attire lies with the school administration. If the student misses class time to deal with a Dress Code offense, the teacher can use discretion about allowing (or not allowing) the student to make up missed class work.

Note: If available, a student may change into appropriate clothing provided by the school. If clothing is not available, the student may call home for assistance. If the clothing violation cannot be resolved, the student will remain in the office for the remainder of the day and must do all assigned class work. Time away from class due to a student's decision to violate the dress code can be recorded as an unexcused absence for the time missed.

## TOPS/SHIRTS/JACKETS/COATS/SWEATERS

1. All garments must fit properly.
2. No half-shirts or fishnet shirts are allowed.

## HATS/HOODS

1. Hats with any type of bill or visor must be worn with visor/bill facing forward.
2. Hoods must be worn down while in class.

## PANTS

1. Pants must not drag on the ground and may not be excessively baggy.
3. Undergarments must not show due to pants that are too large.

## SHORTS/PANTS/ETC.

1. Shorts and other clothing for the lower portion of the body must be of reasonable length.
2. Spandex shorts are not to be worn at any time during the school day including PE.

## SAFETY ITEMS

1. Pajama slippers are not to be worn at school.
  2. Closed toed shoes must be worn in PE and shop classes.
  3. Students must wear shoes during all instructional times including extra-curricular events, evening events, weekend events and graduation events.
  4. Pajama pants are not to be worn to school as they are flammable in shop and science classrooms.
- **Clothing with alcohol, tobacco, or drug symbols, terms, etc.** - Any article of clothing which mentions, directly or indirectly, drugs, alcohol or tobacco; shows drugs, alcohol, or tobacco; or has brand names of companies which produce alcohol or tobacco products is not allowed.
  - **Clothing with sexual messages** - Any article of clothing with sexual statements or sexual drawings, or which can be interpreted to be sexually offensive is not allowed.
  - **Clothing which degrades any race or other group of individuals** - Any article of clothing which can be interpreted as degrading another group of individuals is not allowed.
  - **Clothing which is perceived to be vulgar, obscene, or profane is not allowed.**

## Civil Rights Statement

Colusa Unified School District does not discriminate on the basis of race, color, national origin, religion, sex, age, or handicap in its educational programs and/or activities. Students, parents or others who wish further information about these regulations, or about handicapped access to vocational facilities, or wish to file a complaint, should contact Ms. Rebecca Changus, Title IX Coordinator, Colusa Unified School District, 745 Tenth Street, Colusa, CA 95932, (916) 458-7791.

## **Gang related items – GANG CLOTHING ON CAMPUS**

To ensure the safety of our students from gang violence, it is important that students not wear clothing, jewelry, and or accessories, which, by virtue of their color, arrangement, trademarks, or any other attribute, denotes membership in and/or affiliation with any gang. Students wearing this clothing, jewelry, and/or accessories (hairnets, scarves, do-rags, red or blue shoe laces, red or blue solid belts, etc.) with the exception of school-related clothing are not allowed at school. They may not wear or write gang affiliated trademarks, anti-social messages or logos that include, but are not limited to: XIII, 13, XIV, 14, 530, 916, Thi22, North, Norte, Sur, Sureno, Norteno, Brown Power/Pride, Nazi symbols, WHP, 88, White Power/Pride, Asian Power/Pride, all one color, N, S, Nebraska, Los Angeles, homies, happy/sad/joker/clown/etc. Students identifying with a gang will be restricted from wearing any identifying clothing/symbols/colors for the remainder of the year. Clothing and hats must be worn as intended to be worn. Students violating this policy will receive further dress code restriction and discipline.

Students dressing as though they are identifying with a gang will be referred to the office. The following will occur:

- Any student who is involved with known gang activity/alignment will not be allowed to wear colors aligned with that gang for the remainder of the year. A second violation will result in suspension/expulsion.
- Students dressing as though they are aligning with a gang will:
  - Have a conference with the administration.
  - Have their parent contacted.
  - Have their locker, backpack, etc., searched to see if any gang affiliated trademarks, anti-social messages or logos are present to validate concern. If gang alignment is validated then item A listed above will be enforced.

Items such as jewelry, insignias, colors (i.e. red and black), paraphernalia, materials, clothing, attire, gloves, bandannas, shoestrings, chains of any type and gang related wristbands are not allowed at Colusa High School or any of its events.

**Clothing likely to provoke others to acts of violence** - Clothing that is likely to cause acts of violence or to be intimidating to others by fear of violence is not allowed.

## **Electronics**

**California Education Code 48901.5, which states, “Cellular phones can be a disruption to the learning process and potential security issues . . . are not permitted use during school hours.” The following rules regarding electronics and personal transportation devices shall apply during regular school hours:**

1. The student use of electronics is prohibited within the classroom unless authorized by school personnel. Electronics include, but are not limited to Kindles, iPods, iPads, and cell phones.
  1. Cell phone may not be used during class time. The discipline policy below will be enforced if a student is caught using a phone during class as well as if he or she is caught using a cell phone when using a hall pass (bathroom, library, etc).
    - Cell phone use during break, passing periods and lunch **will be permitted** unless the privilege has been violated.
2. Earbuds are not allowed to be used during classroom, instructional time for any reason!
3. Apple Watches and/or Smart Watches linked to individual’s phones are not permitted on campus.
  - a. Discipline consequences according to the discipline matrix – Disruptive Devices will result.
4. The recording of a teacher, staff member, or student, without their consent, is a violation of the California Educational Code. Any student participating in such action will be subject to an appropriate consequence.
5. No laser lights of any kind are permitted on campus at any time. Penal Code Section 414.27 prohibits the possession of laser pointers on elementary and secondary campuses.
6. **Skateboards, in-line skates, scooters, and/or bikes are encouraged as a means of transportation but are not allowed on school grounds during school time.**

## **Violation of Electronics or Confiscated Items**

1. School personnel have the responsibility to confiscate electronics when used in the classroom. Skateboards, bikes, scooters, in-line skates, and laser lights may be confiscated at any time.
2. Confiscated items, clearly labeled with the name of the owner, should be brought to the office where they will be released to the student or a parent.
3. Refer to the discipline matrix for consequences concerning any of the above rule violations.

**CAHS students are permitted to attend dances (Sadies, Snowball, Homecoming, Prom) ONLY if they are a guest of a CHS student and complete and submit the proper guest pass form. CAHS students are not permitted to attend the CHS senior trip.**

## **In Take Meeting**

**Students and parents must have In-Take meetings with CUSD administration prior to meeting with the CAHS counselor. CAHS new enrollees must take a reading level test. The test takes one hour to complete.**

## DEFINITIONS OF DISCIPLINARY TERMS

**Warning** – A verbal warning from a staff person or other school employee to a student about a specific problem or incident.

**Conference** – A conference may be informal or formal depending upon the severity of the discipline issue and is held between the student and teacher or between the student and administrator.

**Referral** – With a referral, the student is sent to the administration and is removed from class. Referral's result in a minimum of Saturday School or a suspension depending upon the infraction detailed.

**Community Service** – State law authorized the Administration to require a student to do community service or clean-up, on the school grounds during non-school hours instead of other disciplinary means (AB1714 Chapter 212 & Education Code 48904 (a) (1)).

**Saturday School** – In an effort to improve the learning environment and campus culture through greater accountability, Saturday School may be assigned for the truancy, excessive tardiness, or make-up for excessive absences.

**Out of School Suspension** – Out of School Suspension or OSS is utilized to remove a student from school and not allow attendance to any school function or physically be on any school campus or facility while on suspension. Suspensions can vary in length from 1 to 5 days in duration. Assignments may be given to the suspended student only if the individual teachers agree to do so. (*See CHS Discipline Code for application*)

**Expulsion** – A student is removed from school and is recommended for expulsion when the offenses fall under the California Education Code Guidelines or under the Colusa Unified School District Policy Guidelines. This consequence is reserved for egregious and repeated behavior that is not conducive for the student's educational progress and/or safety of said student or the school of attendance. (*See CHS Discipline Code for application*)

# Colusa Alternative High School – Discipline Plan

## DISCIPLINE PURSUANT TO THE EDUCATION CODE

### Discipline Matrix

#### Category 1 Infractions (Include but not limited to...)\*

OFFENSE	CONSEQUENCES	INTERVENTIONS
		One or more of the following behavioral interventions should be imposed.
Cheating/Forgery	<b>1<sup>st</sup> Referral</b> – Warning and/or Detention/Campus Clean-up	Parent notification
Classroom Disruption	<b>2<sup>nd</sup> Referral</b> – Detention and/or half day of intervention.	Recess restrictions
Defiance/Insubordination/ Willful disobedience and disregard of authority.	<b>3<sup>rd</sup> Referral</b> – Detention and/or half day of intervention.	Administrator/Student conference
Willful defiance of after school care instructions	<b>4<sup>th</sup> Referral</b> – All day intervention.	Counselor/Student conference
Electronic Device	<b>5<sup>th</sup> Referral</b> – Refer to Category 2 Infractions, 1 <sup>st</sup> Referral.	Counseling (individual or group)
Harassment/Bullying/Hazing (grades K-5)	<i>Any behavior causing damage to school property or personal property of another may lead to a requirement to pay for that damage as part of the consequence.</i>	Student Study Team (SST)
Horseplay/Rough Play/Playground Misconduct		Behavior Plan/Contract
Inappropriate Sexual Behavior (grades K-5)		Referral to Community/District/School-Based Services
Littering		Peer Group with Middle School or High School
Vandalism (minor)		SARB/DART
Obscene Act (minor)		Modified Day or Schedule
Object of No Reasonable Use That Causes Undue Disruption		Parent Attends a Portion of Class
Unwanted Physical Contact		
Profanity		
Safety Violation		
School Disruption		
False accusations		
Racial, Discriminatory or Hateful Behavior (minor)		
Theft/Possession of/Attempt to steal school or private property		

*Teacher must use classroom interventions prior to first referral to office when appropriate (warning, counseling, parent notification). Based on severity or persistent nature, consequences may lead to more severe consequences, including suspension, at the discretion of the school administration.*



**Category 2 Infractions (Include but not limited to...)\***

OFFENSE	CONSEQUENCES	INTERVENTIONS One or more of the following behavioral interventions should be imposed.
Abusive, threatening, willfully defiant, gang- related activities	<b>1<sup>st</sup> Referral</b> – 1 day Intervention or 1 to 5 day suspension (duration to be determined by administration)	Parent notification
Abusive, threatening, or harassing behaviors towards a pupil who is a witness in a school disciplinary proceeding	<b>2<sup>nd</sup> Referral</b> – 1 to 5 day suspension (duration to be determined by administration)	Recess restrictions
Arson (minor)	<b>3<sup>rd</sup> Referral</b> – 3 to 5 day suspension (duration to be determined by administration) or recommendation for expulsion if secondary findings (or other means of correction have repeatedly failed or due to the nature of the act, the presence of the student causes danger to the physical safety of others) are present or contract in lieu of expulsion	Administrator/Student conference
Assault and/or Battery/Threat (minor)	<i>Any behavior causing damage to school property or personal property of another may lead to a requirement to pay for that damage as part of the consequence.</i>	Counselor/Student conference
Bullying or cyber-bullying		Counseling (individual or group)
Creating a hostile school environment		Student Study Team (SST)
Caused, attempted to cause, or threatened to cause physical injury to another person		Behavior Plan/Contract
Willfully used force or violence upon another person, except in self-defense		Referral to Community/District/School- Based Services
Knowingly received stolen school or private property		Peer Group with Middle School or High School
Obscene acts, gestures, unsanitary acts, profanity		SARB/DART
Possession of toy (imitation) firearm		Parent Attends a Portion of Class
Possession or use of tobacco or any products containing tobacco or nicotine		Modified Day or Schedule

*Based on severity or persistent nature, consequences may lead to more severe consequences, including suspension, at the discretion of the school administration. Mandatory placement on Behavior Plan on 1<sup>st</sup> offense and stipulated expulsion upon 2<sup>nd</sup> offense.*

### Category 3 Infractions (Include but not limited to...)\*

OFFENSE	CONSEQUENCES
Act of hate violence: threatening, intimidating or offensive behavior; EC 48900.3	<p><i>One or more of the following consequences should be imposed for category 3 infractions:</i></p> <p><b>1<sup>st</sup> Referral –</b></p> <ul style="list-style-type: none"> <li>• 2 - 5 day suspension</li> </ul> <p style="text-align: center;"><b>and/or</b></p> <ul style="list-style-type: none"> <li>• Behavior plan</li> <li>• Contract in lieu of expulsion</li> <li>• Placement in alternative program</li> </ul> <p>Recommendation for Expulsion if secondary findings (or other means of correction have repeatedly failed or due to the nature of the act, the presence of the student causes danger to the physical safety of others) are present.</p>
Any action that causes serious physical injury, except in self- defense; EC 48900(a)(2)	<p><i>Any behavior causing damage to school property or personal property of another may lead to a requirement to pay for that damage as part of the consequence.</i></p>
Engaged in an act of bullying, including, but not limited to, bullying by means of an electronic act; EC 48900(r)	
Assault and/or battery upon any school staff; EC 48900(a)(1)(E)	
Possession of a controlled substance, an alcoholic beverage, intoxication of any kind or possession (an ounce or more) or intoxication of marijuana; EC 48900(c); EC 48915(a)(3)	
Possession of dangerous object (including knife) with no reasonable use to the pupil; EC 48900(b)	
Robbery or extortion (major); EC 48900(e)	
Sexual harassment: intimidating or hostile or offensive; EC 48900.2	
Terrorist threats against school officials; 48900, 48900.2, 48900.3, 48900.4	

*For grades K-3 we recognize students are still learning the connection between actions and consequences and the corrective measures outlined above are intended to assist in teaching appropriateness and responsibility, while maintaining consistent student discipline on campus. To that end, the site administrators at the elementary and middle school shall use discretion and take into account the many and varied factors in each case involving category 3 infractions when determining consequences.*

*\*Any behavior causing damage to school property or personal property of another may lead to a requirement to pay for that damage as part of the consequence.*

*\*Based on severity or persistent nature, consequences may lead to more severe consequences, including suspension, at the discretion of the school administration.*

*\*School officials will make reports to law enforcement as required by federal and state law, in instances of criminal activity and for incidents where there is a serious threat to a student, teacher or public safety.*

# Colusa Alternative High School

## Credit Recovery Semester Pacing Guide

### 10<sup>th</sup> Grade Fall Semester

English I  
English II  
World History  
Earth Science  
Biology  
Basic Math  
Pre-Algebra  
Physical Education  
Art

### 10<sup>th</sup> Grade Spring Semester

English I  
English II  
World History  
Earth Science  
Biology  
Algebra  
Geometry  
Physical Education  
Art

### 11<sup>th</sup> Fall Semester

English III  
United States History  
Vocational Education/CTE  
Electives  
Computer Literacy  
Physical Education

### 11<sup>th</sup> Spring Semester

English III  
United States History  
Vocational Education/CTE  
Electives  
Computer Literacy  
Physical Education  
\*Senior Project

### 12<sup>th</sup> Fall Semester

English IV  
Government  
Electives  
Computer Literacy  
\*Senior Project

### 12<sup>th</sup> Spring Semester

English IV  
Economics  
Electives  
Computer Literacy  
\*Senior Project

# Colusa Alternative High School Credit Recovery Curriculum Guide

## **10<sup>th</sup> Fall Semester Curriculum Guide**

### **English I – (5 Credits)**

*Romeo and Juliet*

Accelerated Reading (AR)

Student Free Response-Essay

English Academic Word Vocabulary (Academic Literacy)

Writing Conventions

SAS Curriculum Pathways Online Modules

### **English II – (5 Credits)**

*Lord of the Flies*

Accelerated Reading (AR)

Student Free-Response Essay

English Academic Word Vocabulary (Academic Literacy)

Writing Conventions

SAS Curriculum Pathways Online Modules

### **World History – (5 Credits)**

SAS Curriculum Pathways Online Modules

California World History Textbook Reading

California World History Reading Workbook

Comprehensive Course Objective Semester Composition

### **Earth Science – (5 Credits)**

SAS Curriculum Pathways Online Modules

California Earth Science Textbook Reading/Workbook

PhET Online Science Labs/PhET Student Guides

Comprehensive Course Objective Semester Composition

### **Biology – (5 Credits)**

SAS Curriculum Pathways Online Modules

California Biology Textbook Reading/Workbook

PhET Online Science Labs/PhET Student Guides

Comprehensive Course Objective Semester Composition

### **Basic Math – (5 Credits)**

Accelerated Math Program

SAS Curriculum Pathway Online Modules

### **Pre-Algebra – (5 Credits)**

Accelerated Math Program

SAS Curriculum Pathway Online Modules

### **Physical Education – (5 Credits)**

Academic Learning Packets: Physical Education, Volume 1

Physical Education Journal Log

### **Visual and Performing Arts – (5 Credits)**

Art Through Time, Learner.org Online Modules

Art Analysis Worksheets/Online Research

## **10<sup>th</sup> Spring Semester Curriculum Guide**

### **English I – (5 Credits)**

*Of Mice and Men*

Accelerated Reading (AR)

Student Free-Response Essay

English Academic Word Vocabulary (Academic Literacy)

Writing Conventions

SAS Curriculum Pathways Online Modules

### **English II – (5 Credits)**

*Night*

Accelerated Reading (AR)

Student Free-Response Essay

English Academic Word Vocabulary (Academic Literacy)

Writing Conventions

SAS Curriculum Pathways Online Modules

### **World History – (5 Credits)**

SAS Curriculum Pathways Online Modules

California World History Textbook Reading

California World History Reading Workbook

Comprehensive Course Objective Semester Composition

### **Earth Science – (5 Credits)**

SAS Curriculum Pathways Online Modules

California Earth Science Textbook Reading/Workbook

PhET Online Science Labs/PhET Student Guides

Comprehensive Course Objective Semester Composition

### **Biology – (5 Credits)**

SAS Curriculum Pathways Online Modules

California Biology Textbook Reading/Workbook

PhET Online Science Labs/PhET Student Guides

Comprehensive Course Objective Semester Composition

### **Basic Math – (5 Credits)**

Accelerated Math Program

SAS Curriculum Pathway Online Modules

### **Pre-Algebra – (5 Credits)**

Accelerated Math Program

SAS Curriculum Pathway Online Modules

### **Physical Education – (5 Credits)**

Academic Learning Packets: Physical Education, Volume 2

Physical Education Journal Log

### **Visual and Performing Arts – (5 Credits)**

Art Through Time, Learner.org Online Modules

Art Analysis Worksheets/Online Research

## **11<sup>th</sup> Grade Fall Semester Curriculum Guide**

### **English III – (5 Credits)**

*The Crucible*

Accelerated Reading (AR)

Student Free Response Essay

English Academic Word Vocabulary (Academic Literacy)

Writing Conventions

SAS Curriculum Pathways Online Modules

### **United States History – (5 Credits)**

SAS Curriculum Pathways Online Modules

California United States History Textbook Reading

California United States History Reading Workbook

Comprehensive Course Objective Semester Composition

### **Physical Education – (5 Credits)**

Academic Learning Packets: Physical Education, Volume 3

Physical Education Journal Log

### **Vocational Education/CTE – (5 Credits)**

### **Electives – (15 Credits)**

## **11<sup>th</sup> Grade Spring Semester Curriculum Guide**

### **English III – (5 Credits)**

*Catcher in the Rye*

Accelerated Reading (AR)

Student Free Response Essay

English Academic Word Vocabulary (Academic Literacy)

Writing Conventions

SAS Curriculum Pathways Online Modules

\*Senior Project

### **United States History – (5 Credits)**

SAS Curriculum Pathways Online Modules

California United States History Textbook Reading

California United States History Reading Workbook

Comprehensive Course Objective Semester Composition

### **Physical Education – (5 Credits)**

Academic Learning Packets: Physical Education, Volume 4

Physical Education Journal Log

### **Vocational Education/CTE – (5 Credits)**

### **Electives – (15 Credits)**

## **12<sup>th</sup> Grade Fall Semester Curriculum Guide**

### **English IV – (5 Credits)**

*The Outsiders*

Accelerated Reading (AR)

Student Free Response Essay

English Academic Word Vocabulary (Academic Literacy)

SAS Curriculum Pathways Online Modules

\*Senior Project

### **Government – (5 Credits)**

SAS Curriculum Pathways Online Modules

California Government Textbook Reading

California Government Reading Workbook

Comprehensive Course Objective Semester Composition

### **Electives – (15 Credits)**

### **Computer Literacy – (5 Credits)**

## **12<sup>th</sup> Grade Spring Semester Curriculum Guide**

### **English IV – (5 Credits)**

\*Senior Project

### **Economics – (5 Credits)**

SAS Curriculum Pathways Online Modules

California Economics Textbook Reading

California Economics Reading Workbook

Comprehensive Course Objective Semester Composition

### **Electives – (15 Credits)**

### **Computer Literacy – (5 Credits)**

## **Contract Agreement for Colusa Alternative High School**

The philosophy of Colusa Alternative School is to support all students in their pursuit of an education. Colusa Alternative High School is its own school separate from Colusa High School although the classes held remain on the same campus. The CAHS faculty and administration work diligently to provide a solid education for students who are credit deficient and or are in need of an alternative educational setting. It is a privilege to attend Colusa Alternative High School and thus there are requirements for students who wish to take advantage of the CAHS by either earning a certificate of completion or earning the right to return to Colusa High School in order to graduate with their class. Although the goal is for students who enter CAHS to eventually return to CHS, we understand that students may choose to graduate from CAHS so we will work just as diligently in helping students with this goal. Consistent attendance and proper behavior at CAHS are the main factors toward academic success so we will hold students to a high standard.

Students who chose to attend Colusa Alternative High School attend school on an alternative schedule (minimum day). Students attending CAHS are required to earn fewer credits (220 credits) in order to earn a CAHS diploma. As a result, CAHS students are prohibited from participating in the following CHS activities: extra-curricular sports and clubs, CHS lunch time activities, rallies, CHS graduation, senior trip and yearbook.

Students are given the opportunity to return to CHS if they meet the requirements of their contract (see contracts at the end of the handbook). If they return to CHS, they are placed on the ineligibility list for extra-curricular activities for the first grading period. They may use an athletic waiver to participate in sports. Otherwise, they must wait for a grading period to demonstrate academic success at our comprehensive site. They will be held to the same requirements as CHS students at that time in regards to graduation, senior project as well as senior trip and yearbook deadlines.



## 2022-2023 Credit Check Timeline

Credits Due to Teachers	Credits Due to CO	Meeting with counselor week of
August 31 <sup>st</sup>	September 1 <sup>st</sup>	September 6 <sup>th</sup>
September 14 <sup>th</sup>	September 15 <sup>th</sup>	September 19 <sup>th</sup>
September 28 <sup>th</sup>	September 29 <sup>th</sup>	October 3 <sup>rd</sup>
October 12 <sup>th</sup>	October 13 <sup>th</sup>	October 17 <sup>th</sup>
October 26 <sup>th</sup>	October 27 <sup>th</sup>	October 31 <sup>st</sup>
November 9 <sup>th</sup>	November 10 <sup>th</sup>	November 14 <sup>th</sup>
November 30 <sup>th</sup>	December 1 <sup>st</sup>	December 5 <sup>th</sup>
December 14 <sup>th</sup>	December 15 <sup>th</sup>	January 9 <sup>th</sup>
<b>*DECEMBER</b>	<b>Last Day to Turn in 1<sup>st</sup> Semester Credits *End of First Semester Students Returning to CHS Credit Check &amp; Research Paper Completed by Friday, December 9<sup>th</sup></b>	<b>December 9<sup>th</sup></b>
January 18 <sup>th</sup>	January 19 <sup>th</sup>	January 23 <sup>rd</sup>
February 1 <sup>st</sup>	February 2 <sup>nd</sup>	February 6 <sup>th</sup>
February 15 <sup>th</sup>	February 16 <sup>th</sup>	February 27 <sup>th</sup>
March 8 <sup>th</sup>	March 9 <sup>th</sup>	March 13 <sup>th</sup>
March 22 <sup>nd</sup>	March 23 <sup>rd</sup>	March 27 <sup>th</sup>
April 5 <sup>th</sup>	April 6 <sup>th</sup>	April 17 <sup>th</sup>
April 26 <sup>th</sup>	April 27 <sup>th</sup>	May 1 <sup>st</sup>
May 10 <sup>th</sup>	May 11 <sup>th</sup>	May 15 <sup>th</sup>
May 24 <sup>th</sup>	May 25 <sup>th</sup>	May 30 <sup>th</sup>
<b>May 30<sup>th</sup></b>	<b>CAHS Graduation-Senior Credits must be completed by Friday, May 26<sup>th</sup> Wednesday, May 31<sup>st</sup> Check Out Process</b>	
<b>May 30<sup>th</sup></b>	<b>End of Second Semester Students returning to CHS-research paper completed by Friday, May 19<sup>th</sup> CAHS Grades 9 – 11. Last day to turn in credits Thursday, June 1<sup>st</sup></b>	



# Colusa Alternative High School

## Student Contract #2

**Student:** \_\_\_\_\_

The student will begin this contract on this date \_\_\_\_\_ to help in assuring his/her success. This contract will be used to assist in determining their future at Colusa Alternative High School. Students intending to remain at Colusa Alternative High School must meet certain criteria in order to remain enrolled in the program. The intent of the criteria and contract is to promote student success for students at Colusa Alternative High School. Students of the CAHS do not receive the privileges of students attending Colusa High School, such as pictures in the CHS yearbook, participation in CHS sports or participation in the CHS senior trip.

### **CRITERIA/REQUIREMENTS FOR STUDENT:**

1. I will maintain 90% attendance while attending Colusa Alternative High School without truancy days.
2. I will turn in a minimum of 4 credits (2 credits core subjects/2 credits elective if eligible for elective credits) every two weeks according to the schedule handed out in August.
3. I will arrive to school at the designated time daily.
4. All previous balances for books and supplies will be paid in order to receive a diploma and/or walk at the CAHS graduation.

### **REWARDS IF GOALS ARE MET:**

1. Eligibility to continue attending CAHS.
2. Potential to earn a CAHS diploma and walk at the CAHS graduation.

### **CONSEQUENCES IF GOALS ARE NOT MET:**

1. Saturday School and/or Suspension for failing to meet credit goals, tardies and/or truant days according to the Colusa Alternative High School Handbook.
2. Students 18 years of age with chronic discipline issues will be dropped at any time.
3. Students with 10 suspension in a semester or 20 in a year will be put up for expulsion per education code.

Special Note: The terms mentioned above are null and void if student commits an act that would require an expulsion.

By signing this contract all parties agree to the stipulations in the document and will following accordingly. The following contract will be reviewed by the student, teachers, counselor and administration. A copy will be sent home to the parent and/or guardian of the student.

\_\_\_\_\_  
(Signature of Student) Date

\_\_\_\_\_  
(Signed Name of the Counselor) Date

\_\_\_\_\_  
(Signature of Administration) Date