

*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		
July							August								
					1	2	1	2	3	4	5	6			
3	4	5	6	7	8	9	7	8	9	10	11	12	13	August 15-16: Preservice Days	
10	11	12	13	14	15	16	14	{15}	{16}	17	18	19	20	August 17: First Day of School	
17	18	19	20	21	22	23	21	22	23	24	25	26	27		
24	25	26	27	28	29	30	28	29	30	31					
31												11			
September							October								
				1	2	3						1			
4	{5}	6	7	8	9	10	2	3	4	5	6	7	8	September 5: Labor Day	
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	October 28: Parent/Teacher Conf. TK-5	
25	26	27	28	29	30	21	23	24	25	26	27	{28}	29	6-12 In-service	
							30	31				20			
November							December								
		1	2	3	4	5					1	2	3	November 11: Veterans' Day	
6	7	8	9	10	{11}	12	4	5	6	7	8	9	10	November 23-25: Thanksgiving Break	
13	14	15	16	17	18	19	11	12	13	14	15	16	17		
20	21	22	{23}	{24}	{25}	26	18	19	20	21	22	<23>	24	December 23: Minimum Day	
27	28	29	30			18	25	{26}	{27}	{28}	{29}	{30}	31	December 26 - January 6: Winter Break	
January							February								
1	{2}	{3}	{4}	{5}	{6}	7					1	2	3	4	January 16: Dr. Martin Luther King Day
8	9	10	11	12	13	14	5	6	7	8	9	10	11		
15	{16}	17	18	19	20	21	12	13	14	15	16	17	18	February 20: President's Day	
22	23	24	25	26	27	28	19	{20}	{21}	{22}	{23}	{24}	25	February 21: Lincoln's Birthday (observed)	
29	30	31				16	26	27	28					February 20-24: No School	
March							April								
			1	2	3	4						1	April 9: Easter Sunday		
5	6	7	8	9	10	11	2	3	4	5	6	<7>	8	April 7: Minimum Day	
12	13	14	15	16	17	18	9	{10}	{11}	{12}	{13}	{14}	15	April 10 - April 14: Spring Break	
19	20	21	22	23	24	25	16	17	18	19	20	21	22		
26	27	28	29	30	31	23	23	24	25	26	27	28	29		
							30						16		
May							June								
	1	2	3	4	5	6					<1>	<2>	3	May 29: Memorial Day	
7	8	9	10	11	12	13	4	5	6	7	8	9	10	June 1: Home School/CAHS/EMS Graduation	
14	15	16	17	18	19	20	11	12	13	14	15	16	17	June 2: Last day of school/CHS Graduation	
21	22	23	24	25	26	27	18	19	20	21	22	23	24	June 1 and 2: Minimum Day	
28	{29}	30	31			22	25	26	27	28	29	30	June 8-11: Colusa County Fair		
													2		
													180		

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
End of Trimester	End of Quarter/Semester	Last Day of School	

BOE Approved: 01.24.2022

CAHS Bell Schedule 2022 – 23

Monday, Tuesday, Wednesday, Thursday, Friday

Period 1	8:10	-	9:04
Period 2	9:09	-	9:58
Break	9:58	-	10:10
Period 3	10:10	-	10:59
Period 4	11:04	-	11:35
Lunch (Optional)			11:35

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	1st Referral – Warning and/or Detention/Campus Clean-up	Parent notification
Classroom Disruption	2nd Referral – Detention and/or half day of intervention.	Recess restrictions
Defiance/Insubordination/ Willful disobedience and disregard of authority.	3rd Referral – Detention and/or half day of intervention.	Administrator/Student conference
Willful defiance of after school care instructions	4th Referral – All day intervention.	Counselor/Student conference
Electronic Device	5th Referral – Refer to Category 2 Infractions, 1 st 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	1st Referral – 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	2nd Referral – 1 to 5 day suspension (duration to be determined by administration)	Recess restrictions
Arson (minor)	3rd Referral – 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 1st offense and stipulated expulsion upon 2nd 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>1st Referral –</p> <ul style="list-style-type: none"> • 2 - 5 day suspension <p style="text-align: center;">and/or</p> <ul style="list-style-type: none"> • Behavior plan • Contract in lieu of expulsion • Placement in alternative program <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

10th Grade Fall Semester

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

10th Grade Spring Semester

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

11th Fall Semester

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

11th Spring Semester

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

12th Fall Semester

English IV
Government
Electives
Computer Literacy
*Senior Project

12th Spring Semester

English IV
Economics
Electives
Computer Literacy
*Senior Project

Colusa Alternative High School Credit Recovery Curriculum Guide

10th 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

10th 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

11th 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)

11th 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)

12th 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)

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

Colusa Alternative High School

Student Contract #1

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 return to Colusa High School must meet certain criteria in order to be eligible to return to the comprehensive site. The intent of the criteria and contract is to promote student success once students return to Colusa High School.

CRITERIA/REQUIREMENTS FOR STUDENT:

1. I will maintain 90% attendance while attending Colusa Alternative High School.
2. I will not receive more than 2 days of suspension in the year prior to requesting a transfer to CHS.
3. I will not be credit deficient upon applying to return to CHS.
4. I will complete a social studies research paper. The paper will be graded by three individuals. The cumulative grade must be a C- (70% or higher).
5. All previous balances for books and supplies will be paid upon return to CHS.

REWARDS IF GOALS ARE MET:

1. Eligibility to return to CHS at the appropriate semester to guarantee a successful transition.
2. Students returning to CHS for the spring semester **will not** be eligible for off campus privileges or CHS athletics. Students returning to CHS for the fall semester **will** be eligible for off campus privileges or CHS athletics.

CONSEQUENCES IF GOALS ARE NOT MET:

1. Student will remain at Colusa Alternative High School.

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

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