



SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

Substitute Handbook

San Luis Coastal Unified School District
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(805) 549-1233

Substitute Telephone Line: 1 (800) 942-3727
[Frontline Website](#)



1500 Lizzie Street, San Luis Obispo, CA 93401

DAN BLOCK

DIRECTOR OF HUMAN RESOURCES

(805) 549-1233 www.slcsud.org

WELCOME!

Substitute teachers play a vital role in the daily education of San Luis Coastal students. Your role is far more than filling the vacancy of a teacher who has to be away from his or her class. Your importance to students and parents alike is in the unique opportunity you bring for students to have a new learning experience, to relate to another adult, and to specifically teach in a way that may bring new insight and knowledge to the students. Additionally, as a substitute, you have the great opportunity to learn about the curriculum, the differences in classes, the needs of students and, hopefully, to take the benefits of this experience to each classroom in which you work.

The regular staff recognizes the difficulty of many of your assignments. We all greatly appreciate the energy and skill you put forth to make our schools run smoothly.

This Handbook has some good suggestions to assist you in substituting. They are set forth for your consideration and direction. We hope you will refer to this Handbook when necessary. I personally solicit your suggestions for the continued improvement of our schools.

Sincerely,

A handwritten signature in black ink that reads "Dan Block". The signature is written in a cursive style with a large, stylized "D" and "B".

Dan Block

Director of Human Resources

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INFORMATION ABOUT SUBSTITUTE TEACHING (CE=Certificated)

A. DEFINITION

A substitute is a teacher who is employed to fill the place of an instructor who is temporarily absent.

B. QUALIFICATIONS FOR CONTINUED EMPLOYMENT

1. Substitute teachers must:
 - a. Possess a valid California teaching credential authorizing teaching in one or more subject areas or grade levels from kindergarten through grade 12 or possess a 30-day Emergency Substitute Permit;
 - b. File their credentials/permits with the San Luis Obispo County Office of Education, located across from the Cuesta College entrance on Highway 1, phone number 805- 543-7732;
 - c. Take and pass the California Basic Educational Skills Test (CBEST) if they have not taught within the past 39 months.
2. If a Credential or Emergency Permit is due to expire, a renewal may be obtained on www.ctc.ca.gov. **Your paycheck will be held** due to an expired credential or permit and you will not be able to substitute until your credential is current. If there is a gap in effective dates and you worked during that gap period, you will not be paid for those days.
3. Each substitute teacher must present evidence of freedom from active tuberculosis at least every four years. Evidence may be a certificate or letter from a doctor or health officer, or other authorized agency, stating that the applicant has submitted to a tuberculosis risk assessment and does not have the risk factors or, if tuberculosis risk factors were identified, an intradermal tuberculin test (skin test) was taken, the results were negative, and the date the test was taken. Notification will be sent when a TB clearance is due to expire. Paychecks will be held until TB clearance is received in Human Resources.
4. Substitute teachers must be fingerprinted and clearance from the Department of Justice and FBI must be received prior to beginning work.
5. Substitute teachers must continually display their effectiveness and reliability as classroom teachers.
6. You must work during the prior 60 days in order to remain active in our automated system. Subs who haven't worked will be removed from our system.

C. DUTY DAY

CE subs are paid either full day or half day. See additional information below. If a CE substitute works in excess of 3 hours and 30 minutes (including lunch), he/she will be paid a full day's salary. If this occurs, the substitute will be expected to remain on campus and assist as needed for the full day.

Please report to work according to the times indicated through the computerized system. When working a full day, the substitute teacher is expected to remain on duty following the closing of school until all necessary work has been completed, including other duties assigned by the principal or the principal designee. **The substitute is expected to remain on campus the entire school day and be available to receive assignments from the School Secretary during prep and supervision periods. Please check in with the School Secretary at the beginning of your prep period to see if help is needed in another classroom.**

When called to work for a teacher who has been summoned for jury duty, it is not always possible to know how long the assignment may be. Sometimes when the teacher reports in the morning for jury duty, he/she is dismissed before the afternoon and the teacher will report for work in the afternoon. Please be aware that this may happen and the site administrator may ask you to work elsewhere in the afternoon.

All Schools will be starting late on Mondays this year between 9:20 AM and 9:30 AM. **On late start Mondays, please report 30 minutes prior to the start of the student day unless otherwise instructed by Absence Management or the Substitute Office. PLEASE NOTE: Pacific Beach High School does not observe the late start Monday schedule. Arrive at the regularly scheduled time.**

D. RATE OF PAY-Certificated

All substitute teachers will be paid at the full or half-day rate. No substitute teacher will be paid for a preparation period in an hourly assignment. The following are criteria for full or half-day pay for elementary and secondary assignments:

Half Day

If a substitute teacher works 3 hours and 30 minutes or less, he/she will be paid for a half day. A half day's pay is \$87.50.

Full Day

If a substitute teacher works greater than 3 hours and 30 minutes, he/she will be paid for a full day. A full day's pay is \$175. When a substitute completes 20 assignments within the 23-24 school year they will be moved to the second tier of sub pay of \$190 for a full day.

Varied Schedules

The usual half and full day rules apply during any special school schedules, e.g., Finals Week, Rainy Day Schedule, Late-Start Mondays.

Plus One

A notation of "+1" will only be placed on your timecard if you are required to teach an extra period or longer than a regular full school day of 7.2 hours. A "+1" is \$20. For a teacher with two "non-student" periods, the +1 will not be given unless the substitute works *both* "non-student" periods. For a teacher who works all periods without a prep period, a "+1" will not be given.

Error in Assignment

If a teacher enters an absence in Absence Management for the wrong date and the substitute arrives at your site, call the substitute desk in Human Resources to determine if there is a need for the substitute at another location acceptable to the substitute. If not, you must pay the substitute for the job as indicated in the automated system (full or half day) and the sub should be assigned work at the site originally assigned.

Long Term Substitute Teacher

One who serves thirty (30) or more days in the same assignment) will receive a higher rate of pay retroactive to the first day because of the added responsibility of doing more of the

regular contract teacher's work, e.g., lesson plans, grading, remaining at the worksite for longer hours. The daily rate for a long-term substitute is \$250.

Summer School

The substitutes will be paid hourly during summer only. You will be contacted directly by the absent employee, not through the automated system.

When Certificated substitutes work in “Classified” positions, they will be paid at the Classified rate of pay and will not be paid for a lunch break. Listen carefully to the automated system for the exact times to report to work.

NOTE: Per Education Code 45134, STRS RETIREES ARE NOT ALLOWED TO WORK IN CLASSIFIED POSITIONS. For more information, see the “Working After Retirement” publication on the CalSTRS website.

E. NOTIFICATION OF ASSIGNMENT

The District attempts to maintain a list of substitute teachers to adequately meet the needs of absent teachers. There will be times during the year when substitute work will be slow and occasions when it will be extremely busy. The database on the automated substitute calling system contains the names of all of our teachers, their work hours, teaching assignments and locations. It also contains the names of all substitute teachers. Special requests for particular substitute teachers are assigned by our teachers or, if set up, called based on the teacher’s preference list.

We are aware of your preferences for substitute assignments. If you are asked to teach in a subject area or grade level other than that which you prefer, it is because there is no other substitute at that time who can teach that subject or level. ***We appreciate your flexibility in taking these assignments.***

F. CHANGE OF NAME, ADDRESS, TELEPHONE NUMBER, OR CREDENTIAL

Please notify us of any changes in your credential and send a copy to us and to the County Office of Education when it’s renewed. If you fail to renew it by the time it expires, the County Office of Education has the authority to hold your paycheck and they will do so. You will not be able to teach with an expired credential and will be removed from the automated system.

G. YOUR RESPONSIBILITIES AS A CLASSROOM TEACHER

1. It is not necessary to dress up, but avoid a too casual appearance. Remember that to gain the respect of the students; the more professional you look and act, the easier it is to set the tone.
2. You are expected to stay on campus until students have been dismissed—even if the last period is a prep.
3. Unless otherwise directed by the principal, you are expected to perform all of the work of the regular teacher whose place you are taking, including any yard or bus duty.

4. Ordinarily, do not erase anything of an apparent "permanent" nature which is left on the board by the regular teacher.
5. Unless instructed to the contrary, correct all written work you assign. Leave the recording of grades for the regular teacher to complete, unless you are assigned for a prolonged period of time (two weeks or more). In that case, you should record the grades in the record book.
6. Normally you should follow the assignments left by the regular teacher. On short terms of one or two days, you should not assign homework unless the assignments are in the regular teacher's lesson plans.
7. Any keys or records issued to you should be kept in a secure place—INACCESSIBLE TO STUDENTS. Ensure at all times that your personal property is secure. The District has no means of replacing personal property lost while substituting.
8. Any accidents that occur on school property, particularly when students receive bumps or bruises on the head, should be reported to the office immediately. Some teachers keep a supply of band-aids on hand. Feel free to apply if you are comfortable doing so. If not, contact the office.
9. In case of accidents in the classroom which seem to require the assistance of the custodian, call or send a messenger to the office and a custodian will be summoned immediately.
10. Substitute Teachers do not dispense medications to students or toilet students.
11. Be engaged in student instruction—don't just sit and read. Make it fun, lively.
12. ATTENDANCE – You will be given the site password when you check in with the school secretary. **NEVER allow any student access to Aeries while you are logged into the teacher's computer.** If you have trouble taking attendance, please contact the IS&T Hot Line at 549-1313.

H. **YOUR RELATIONSHIP WITH THE STUDENTS**

- A. You should be "in charge" to the extent that you have materials and lesson plans ready at the beginning of the day. As you know, it is important to start the day well. You should always have a "survival kit" in case lesson plans are not available. The internet is a good source of lesson plans and sponge activities.
- B. You should expect full cooperation from all pupils. The students are expected to:
 1. Take their regular seats.
 2. Follow your directions.
 3. Bring their materials to class so they can work.
 4. Not do anything to disrupt the class or show disrespect to anyone in the class.
- C. You will find it useful to follow the example of successful teachers in matters of student discipline. Following are some of the procedures:

1. Be fair, firm, and consistent.
2. Do not "group" punish.
3. Call attention to a student's good behavior rather than his misbehavior.
4. Praise in public; criticize in private.
5. District policy does not permit corporal punishment.
6. Do not touch, push, shove, slap, or punch a student in an attempt to discipline the student.
7. Sarcasm or other embarrassing methods have no place in the teacher's relationship with students.
8. Set up reasonable standards and stick to them.
9. Have a sense of humor.

If a student does not obey the classroom rules and will not respond to your direction, after all reasonable measures and techniques have been used, the student should be referred to the principal at the elementary level and to the assistant principal at the secondary level. This will allow you to be a more effective teacher and will provide a lesson in responsibility to the students. Prior to sending the student to the office, telephone the office with the student's name and reason for referral.

I. THE ROLE OF THE PRINCIPAL

- A. If possible, the principal in charge, or his/her designee, will take you to the room in which you are to work, locate the regular teacher's plan book, and make available needed supplies.
- B. The principal will make any special assignments, such as yard supervision.
- C. If you are in doubt about the lesson plan or daily routine, you should feel free to consult the principal, or his/her designee.
- D. If possible, the principal will introduce you to at least one of the regular teachers, and/or department chairperson, who may be of assistance to you whenever the principal is not available for consultation.

J. RESPONSIBILITIES OF THE REGULAR TEACHER

- A. The regular teacher is expected to maintain all information you may need. In the "official drawer" of the desk should be the complete lesson plans (an up-to-date record of the work of the class) and an outline of the lessons to be covered during the next few days, at a minimum.
- B. Most of the following items of information, with all necessary explanations, should also be available to you. If they are not, ask about them.
 - a. An up-to-date seating chart.
 - b. A copy of the daily schedule.
 - c. A list of all instructional groups within the room, with names of the pupils in special seating arrangements.

- d. Instructions for fire drills and emergency response drills. These should include the exact plan of action and route of passage to and from the classroom.
- e. The bell, dismissal, and recess schedules of the building and the room.
- f. Special assignments of the regular teacher--such as hall, lunchroom, and recess duties.
- g. A list of pupils or class officers who can be a source of help to the substitute teacher.

K. MEMBERSHIP IN RETIREMENT SYSTEM

STRS—Substitute teachers who are not already members of the State Teachers' Retirement System (STRS) and who work less than 100 complete days during the school year do not have to become members of the retirement system. However, substitute teachers may elect to become members in the system at any time during this 100-day period. The necessary forms for electing to become a member of STRS are available in Human Resources or the County Office of Education. Once a substitute teacher has worked more than 100 days in any school year (for any one employer), he/she must become a member.

Once enrolled, substitute teachers may not terminate their membership in STRS as long as they are still employed by any district or county. If employed as a substitute teacher greater than 5 years, the teacher becomes vested in STRS. Once no longer employed, a member must sign the Election From Membership form and take a refund of all contributions to terminate membership. This form is available either at the Human Resources office or the County Office of Education.

If you have at some time been a member of STRS and are not sure whether or not you are now a member, you can find out by calling the STRS office in Sacramento. The phone number is 1-800-228-5453, (Ask for Accounts and Adjustments Section). When you call, you will probably need to give your name, your retirement account number (which is the same as your social security number), and your date of birth. You may also check their website: www.calstrs.com.

L. SUGGESTIONS FOR CLASSROOM MANAGEMENT

- A. Start the day out quickly, firmly, concisely. Be pleasant. Appear confident. Let the students know “anything DOES NOT go”. Your first words and actions usually go a long way to set the day’s discipline.
- B. You are legally responsible for the students’ safety. While on campus, students are not to be left unattended at any time.
- C. Maintain established routines as much as possible. Try to hold to time schedules, etc.
- D. Know the students’ names. Pick out the “troublemakers” and have them help you – even the smallest tasks can put them on your side.
- E. Smile, be friendly, show enthusiasm, and be positive. Try to see that every student has some success or praise. A pleasant word or an appreciative smile works wonders.

- F. Problems might be eliminated if questions are phrased so only one student will answer, or so students will raise hands.
- G. Solve problems “on the spot”. Never degrade students, but do handle problem situations when they occur.
- H. Deal with the individual student, not the group, when corrections are necessary. Have all the facts. Listen to both sides of the story. Focus attention on the problem. Give the student the benefit of the doubt.
- I. Maintain the use of conservative, non-controversial, acceptable language when in the classroom. The use of foul, vulgar, or sexually-suggestive language creates a potentially volatile situation for the students as well as the teacher. Please caution yourself in this area.
- J. There should never be any physical contact with the students. Should a behavioral situation occur which might require the restraint of a student, report the matter immediately to the supervising administrator.

M. A Successful Day

Before You Arrive at School

- A. Realize that much of the day’s success depends on what the teacher brings to school: attitude, preparation, organization, understanding, and adaptability.
- B. Remember the positive effects on morale (of teachers and children) of good grooming and an attractive appearance.
- C. Be ready to accept an assignment if called on a day you have indicated availability.
- D. Assemble materials needed. Anticipate that there may not be a lesson plan, so bring some general follow-up work appropriate to the grade level.
 - A. Some substitute teachers keep substitute lesson kits in their car trunks.
 - a. Some arrange file boxes or folders by subject; others arrange them by grade level.
 - b. It is suggested that personal material (especially books or cassettes) be labeled with your name and telephone number.
 - c. Keep a notation of the number of materials brought into the classroom as a check against leaving anything behind.
 - B. Expect that schools, their personnel and students will vary.
 - C. Remember that each day of good substitute teaching contributes to the ongoing education of students, the maintenance of high professional standards, and the creation of a favorable image of the substitute teacher in the school and community.

Before the Students Come into the Classroom

- A. Report to the principal's office upon arrival at the school for keys, instructions regarding school procedures, e.g., school discipline plan, emergency or drill procedures, special duty (if any), attendance procedures, coming events, etc.
- B. Check the mailbox of the regular teacher; pick up announcements and notices; read announcements to the students; leave all such material on the teacher's desk for his/her use when he/she returns to duty.
- C. Determine the method of taking attendance and collecting money.
- D. Note how the plans for the day might be affected by the time and place for special activities (such as auditorium programs, radio or television programs, playground activities) or visits of special personnel.
- E. Locate textbooks and necessary supplies.
- F. Lock up your valuables.
- G. Write your name on the board.
- H. If time permits:
 - a. Write assignments on the board.
 - b. Duplicate follow-ups, following school procedures.
 - c. Pass out necessary supplies.
- I. Do as much as possible to eliminate the need for asking questions of the class. If more information is needed, question an individual child or two before class, privately during class or at recess. Get acquainted with neighboring teachers. They, too, will help if they can.
- J. Find out which students must leave the classroom early for various reasons (cafeteria helpers, special programs, etc.). Learn their times of departure and return to the classroom. Check how alternates are arranged, in case regular helpers are absent.

Meeting the Students

- A. Meet the students at their assigned place to line up, or by the doorway if they come into the room informally.
- B. Greet them pleasantly. Establish rapport. Smile!
- C. Permit no boisterousness while students are putting away materials. If this occurs, have students take their seats and excuse them by small groups.
- D. Maintain an attitude of authority, confidence and poise.

As the Day's Work Begins

- A. Introduce yourself and call attention to your name on the board. Explain that the regular teacher must be away and that you will help students carry on their work. Explain that no two teachers or students

are just alike. Say something positive about the regular teacher and do not tell students why the teacher is out.

- B. Take attendance. (Checking can be done quickly by using the seating chart. With older students, this can be checked later by a student.)
- C. Make no changes on the permanent seating chart.
- D. Address questions to specific individuals to avoid simultaneous responses.
- E. Give the students a quick overview of the day's work; establish expectations. Let the students know you received direction to follow the plans for the day.
- F. Get the students to work at their seats as quickly as possible.
- G. Organize your lesson in such a way as to minimize distribution of materials by students.

During the School Day

- A. Come prepared with basic lessons in the event that no plans are found. Check the internet for lesson plans and sponge activities.
- B. Adhere to the regular, familiar program as closely as possible, and follow the plan suggested by the regular teacher whenever feasible; include your own material for enrichment as time and conditions permit.
- C. Plan lessons which can be presented with confidence and which will be of value to the class.
- D. Have a planned program in mind for every part of the day, but be prepared for the unexpected. Use good judgment about what is appropriate for a situation.
- E. Review and reinforce basic skills rather than introduce new skills, concepts, or textbooks, unless definite direction has been given by the regular classroom teacher or principal.
- F. Have variety in motivation and in the types of activities planned (quiet, active, routine, creative). Show enthusiasm for the subject.
- G. Remember that learning results more readily if students are given the opportunity to participate actively rather than listen to a lecture.
- H. Tell students at the beginning of each lesson what they are expected to do. Let them know you will work together to accomplish their goals.
- I. Give one direction at a time, clearly and concisely. Be consistent. Follow through on instructions.
- J. Establish standards for working before the work period begins (method of passing and collecting papers, sharpening of pencils, amount of communication permitted, when it is permissible to leave seats). If plans differ from those established by the regular teacher, say, "For today, we will . . . "

- K. Circulate to give individual and small group help, as needed.
- L. Be aware that deserved praise gets better results than scolding. Be realistic in expectations. Consider the time of the school year and the amount of experience students have had in the grade.
- M. Prepare students for the next activity. Plan an activity for those who finish early (sponge activity).
- N. Capitalize on your strengths. Perhaps you have a special talent, such as music or art ability which would enrich the students' day. Conversely, it is wise to recognize limitations (if you can't sing, another way to present the music lesson should be planned).
- O. Bear in mind that the regular teacher may plan to use special supplies for particular projects, so request special supplies you need from the office. Guide students in the economical use of school supplies.

On the Alert

- A. Be aware at all times of your responsibility for safety. Students must not be left unattended in the classroom or on the playground.
- B. Make a quick check of attendance after a recess...count noses!
- C. Know the whereabouts of students in the class. Students should not be released during the school day to anyone, including parents, nor should they leave the premises, without approval from the office.
- D. Supervise students to prevent or stop dangerous play.
- E. Notice the presence of adults other than school employees on the playground. Report any suspicious activity to the office.
- F. Refrain from sending notes to parents without the principal's approval.
- G. Refer requests from parents for confidential information, such as that on cumulative records, to the principal; or ask the parent to confer with the regular teacher. Leave a note for the regular teacher about the request.
- H. Always feel free to ask for assistance when uncertain about an action.

Before the Students Leave

- A. Evaluate with the class. Have students review what they have learned.
- B. Provide time before dismissal for checking housekeeping standards. It is important to leave the room clean and picked-up. Remind the students the custodian cleans up, not picks up.
- C. Dismiss students only at a legal closing time, unless specifically directed otherwise. Be sure that students who must meet a bus schedule are dismissed on time.
- D. Dismiss according to established traffic patterns.

E. Establish a spirit of friendship before dismissing the class.

Before You Leave

A. Check any papers left for the regular teacher.

B. It is very important for you to leave a memorandum for the regular teacher. This note can be written directly on the sub plan and should include:

- a. A description of the work that was done by the students.
- b. An explanation in case the lesson plan left by the regular teacher was not followed.
- c. A report on the general behavior of the class, with comments on individual pupils regarding particularly exemplary or undesirable activities. Complete reports and leave a note for the regular teacher which summarizes what has been done.
- d. Be careful what you say in a note to the teacher. If it's of a confidential nature, put it in a sealed envelope and place it in the teacher's box.

C. Return materials to their proper places. Leave an orderly desk and room. Turn off the computers in the room.

D. Lock windows and doors. Report to the office to check out, return keys, badge, and other materials to be left there, and to learn about the continuation or termination of the assignment.

E. Use any time left after class is dismissed to prepare for future assignments. Consult teaching guides; prepare follow-up. Check with the school office about facilities for duplication of follow-up materials.

INFORMATION ABOUT CLASSIFIED SUBSTITUTE POSITIONS

A. Definition

A classified substitute may assist the San Luis Coastal Unified School District covering for an employee who is away from assignment. The substitute might also be asked to work in addition to regular staff members when workloads are heavy.

B. RATE OF PAY-Classified

Rate of pay is established by the Board of Education. In accordance with District policies, the long-term substitute may receive a higher rate of pay because of the added responsibility of doing more of the regular employee's work. Under no circumstances should a substitute work greater than 8 hours per day. Retired CALPERS members who are not SLCUSD District retirees will be paid at the rates posted on our website for Classified Substitutes.

C. Employment of Retired SLCUSD District Employees

According to Government Code Section 21229, PERS retirees who are employed as substitutes may not be paid less than the minimum nor exceed that paid by the employer to other employees performing comparable duties.

Employees who retire from the District and are then reemployed as substitutes in other classes will be individually evaluated and paid at the rate which meets the requirements of code. As an example, a retired Library Media Center Technician could be reemployed as a substitute Library Technician and allow the District to meet code requirements. As another example, a retired Senior Food Service Worker who is employed to substitute in a range of positions (Senior, Cook, Baker, or Food Service Worker) would have to be assessed for appropriate payment.

D. Employment of Former District Employees

Former employees who resign, but do not retire from the District, will be paid at the posted substitute rates.

E. Limited Term Assignments

Substitutes who are hired to fill a vacant or long-term absence of a regular employee for twenty or more consecutive days position while an eligibility list is being established will be paid at Step A of the class to which assigned. This position does not qualify for benefits. Limited term appointments shall be subject to termination at any time except during an assigned shift.

F. PERS

By law, the school district must cover all employees through some type of retirement system. For Classified Substitutes, we have two different coverages. Most substitutes will qualify for the SISC Defined Benefit Plan adopted by the San Luis Coastal Unified School District as an alternative to Social Security. You may choose to cash out the full value of your benefits after your termination of employment with the district. This coverage would change to CALPERS (California Public Employee Retirement System) if the qualifying factors for CALPERS are met.

If a Classified Substitute either works more than 1,000 hours during the fiscal year (July to June) or the employee has vested funds on deposit, they will be made a member of CalPERS. Once the qualifying factors are met, it is *mandatory* that the employee become a member and will remain a member as

long as they are employed by any CalPERS-covered employer. The SISC Defined Benefit Plan will no longer cover the employee, though prior benefits will remain available upon termination of employment.

PLEASE NOTE: Once an employee has qualified for CalPERS, full Social Security taxes (Medicare & OASDI) will be deducted from your paycheck. CalPERS contacts the member directly once it is determined that he/she is eligible to terminate their membership (not employed with any covered employer).

If you have at some time been a member of CalPERS and are not sure whether or not you are now a member, you can find out by calling the CalPERS office in Sacramento (800) 352-2238 or contact payroll at payrollspecialists@slcusd.org.

Helpful Links

Helios - Employee Personnel File

You can submit/access required forms and documents through the employee portal
For help with login issues, contact Lupe Segura at gsegura@slcusd.org

ESS - Employee Self Service

You can submit/access payroll documents like pay stubs and W-2 forms and update your address through the employee portal.
For help with login issues, contact SLOCOE at esshelp@slocoe.org

Frontline: Absence Management

See available jobs.

For help with login issues, contact Brittani Schultz at bschultz@slcusd.org

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
Human Resources

SUBSTITUTE TEACHER EVALUATION

Substitute Teacher Name: _____ School: _____

Classroom Teacher Name: _____ Grade/Subject: _____

Date of Assignment: _____

THIS PORTION TO BE COMPLETED BY CLASSROOM TEACHER REGARDING THE SUBSTITUTE:

- | | | |
|-------------------------------------|------------------------------|-----------------------------|
| 1. Maintained classroom control | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Followed lesson plans | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Corrected student classwork | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Had rapport with class | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Left summary of day's activities | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 6. Left room in order | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Would you request this substitute teacher again? Yes No

(If this is checked NO, we must have a signature from the site administrator)

Teacher's comments (continue on reverse, if needed):

Teacher's signature: _____ Date:

THIS PORTION TO BE COMPLETED BY PRINCIPAL OR SITE ADMINISTRATOR. The substitute:

- | | | |
|---|------------------------------|-----------------------------|
| 1. Checked in at the office | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2. Arrived on time | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3. Followed school procedure | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4. Checked after school for messages/directions | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5. Returned the key to the office | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Would you have this substitute teacher return to your site in the future? Yes No

Did you personally speak to the substitute teacher about this evaluation? Yes No

Principal's comments (continue on reverse, if needed):

Principal's signature: _____ Date: _____

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT
1500 Lizzie Street
San Luis Obispo CA 93401

School Locations

ELEMENTARY SCHOOLS

BAYWOOD ELEMENTARY SCHOOL - 1330 9th Street, Los Osos; 534-2856

Located at the corner of 9th and El Moro in Los Osos. From Los Osos Valley Road or Highway 1, turn onto South Bay Blvd. When coming from Los Osos, turn left at the stop sign onto Santa Ysabel. When coming from Highway 1, turn right at the stop sign onto Santa Ysabel. Proceed to 11th Street and turn left; then right at El Moro. Proceed to 9th Street and turn right. The parking area is on the north side of the school.

Principal: Kirstin May Secretary: Claudia Cardenas

BISHOP'S PEAK ELEMENTARY SCHOOL - 451 Jaycee Drive, SLO; 596-4030

Once on Foothill Blvd., turn on Patricia and left on Craig, then right on Jaycee. Proceed to the school at the top of the hill.

Principal: Diana Jones Secretary: Rosemary Hollis

DEL MAR ELEMENTARY SCHOOL - 501 Sequoia, Morro Bay; 771-1858

Take Highway 1 to San Jacinto stop light in north Morro Bay. Turn east at the light and proceed to Fir Street. Turn left and proceed one (1) block to the corner of Fir and Sequoia. You will be directly in front of the school parking lot.

Principal: Michael Wood Secretary: Stephanie Velte

HAWTHORNE ELEMENTARY SCHOOL - 2125 Story St., SLO; 596-4070

From Broad Street (Highway 227), turn onto Sandercock Street. The school is on the corner of Sandercock and Story. The office can be reached from Sandercock Street.

Principal: Brittany Tricamo Secretary: Jennifer Ritchie

LOS RANCHOS ELEMENTARY SCHOOL - 5785 Los Ranchos Road, SLO; 596-4075

From Broad Street (Highway 227), proceed several miles out of the city center. Just south of the airport, turn at the signal at Los Ranchos Road. The school will be on your left after about ½ mile.

Principal: James McMillen Secretary: Cherie Bruce

MONARCH GROVE ELEMENTARY SCHOOL - 348 Los Osos Valley Rd., Los Osos; 534-2844

Take *Los Osos Valley Road* going to Los Osos. Go past the shopping centers in Los Osos, then turn right on *Doris Street*. Monarch Grove is located at the corner of *Los Osos Valley Road* and *Doris Street*.

Principal: Katie Salcido Secretary: Debby Hymas

PACHECO ELEMENTARY SCHOOL - 261 Cuesta Drive, SLO; 596-4081

From *Foothill Blvd.*, turn north on *Ferrini Road* (near McDonald's). The school is one block up on the left side of the street.

Principal: Marcelo Huizar Secretary: Amy Webb

SINSHEIMER ELEMENTARY SCHOOL - 2755 Augusta, SLO; 596-4088

Take *Johnson Avenue*, then turn west on *Sydney Street*. Then turn left on *Augusta Street* and proceed about two (2) blocks. Sinsheimer is on the right-hand side of the street. Additional parking is on the left.

Principal: Jessica Miller Secretary: Jazmin Romero Fernandez

C.L. SMITH ELEMENTARY SCHOOL - 1375 Balboa, SLO; 596-4094

From SLO: Take *Madonna Road* and turn north on *Oceanaire*. Turn left on *Lakeview Street*, then right on *Balboa*. The parking lot is at the far end of the school.

From Foothill/Los Osos: Turn left on *Oceanaire* (first street past Laguna Middle School); go to the stop sign at *Balboa* and turn right. The school is about ½ block ahead.

Principal: Aaron Black Secretary: Deb Maxwell

TEACH ELEMENTARY SCHOOL – 145 Grand Avenue, SLO,

Take Grand Ave north towards Cal Poly University. Turn left at the stop sign at the entrance to Cal Poly, Slack Street. The school is located in the portable classrooms on Slack Street to the left of the front of the school. Parking for staff and substitutes is in the circular drive in front of the portable. Only if that is full should they look for a space in the interior lot accessed by entering the Chris Jespersen drive off of Grand and pulling in to the inside lot. This lot will be primarily used by SLOCA.

Principal: Jeff Martin Secretary: Catie Hughes

SECONDARY SCHOOLS

LAGUNA MIDDLE SCHOOL - 11050 Los Osos Valley Road, SLO; 596-4055

From *Highway 101* or *Madonna Road*, take *Los Osos Valley Road* going west. Laguna is on the east side of the road, opposite the golf course.

Principal: Nathan Meinert Secretary: Teresa Smith

LOS OSOS MIDDLE SCHOOL - 1555 El Moro Street, Los Osos; 534-2835

From *Highway 1* or *Los Osos Valley Rd.*, take *South Bay Blvd.* Located at the corner of *El Moro Street* and *South Bay Blvd.*

Principal: Karl Blum Secretary: Carrie Trujillo

MORRO BAY HIGH SCHOOL - 235 Atascadero Road, Morro Bay; 771-1845

Take *Highway 1* to the *Atascadero Rd.* off-ramp (*Highway 41*). Turn west on *Atascadero Road* until you reach the driveway leading into MBHS (right-hand side, across the street from the Motel 6 entrance).

Principal: Scott Schalde Secretary: Nancy Bray

PACIFIC BEACH HIGH SCHOOL - 11950 Los Osos Valley Road, SLO; 596-4023

The school is between *Madonna Road* and *Highway 101* on the eastside of *Los Osos Valley Road*.

Principal: Chris Dowler Secretary: Jessica Briggs

SAN LUIS OBISPO HIGH SCHOOL - 1499 San Luis Drive., SLO; 596-4040

The entrance is on *San Luis Drive*, between *California Blvd.* and *Johnson Ave.* Park in the staff parking area or behind the District business offices. Report to the Main Office in the two story building at the top of the grassy hill.

Principal: Rollin Dickinson Secretary: Johanna Farmer

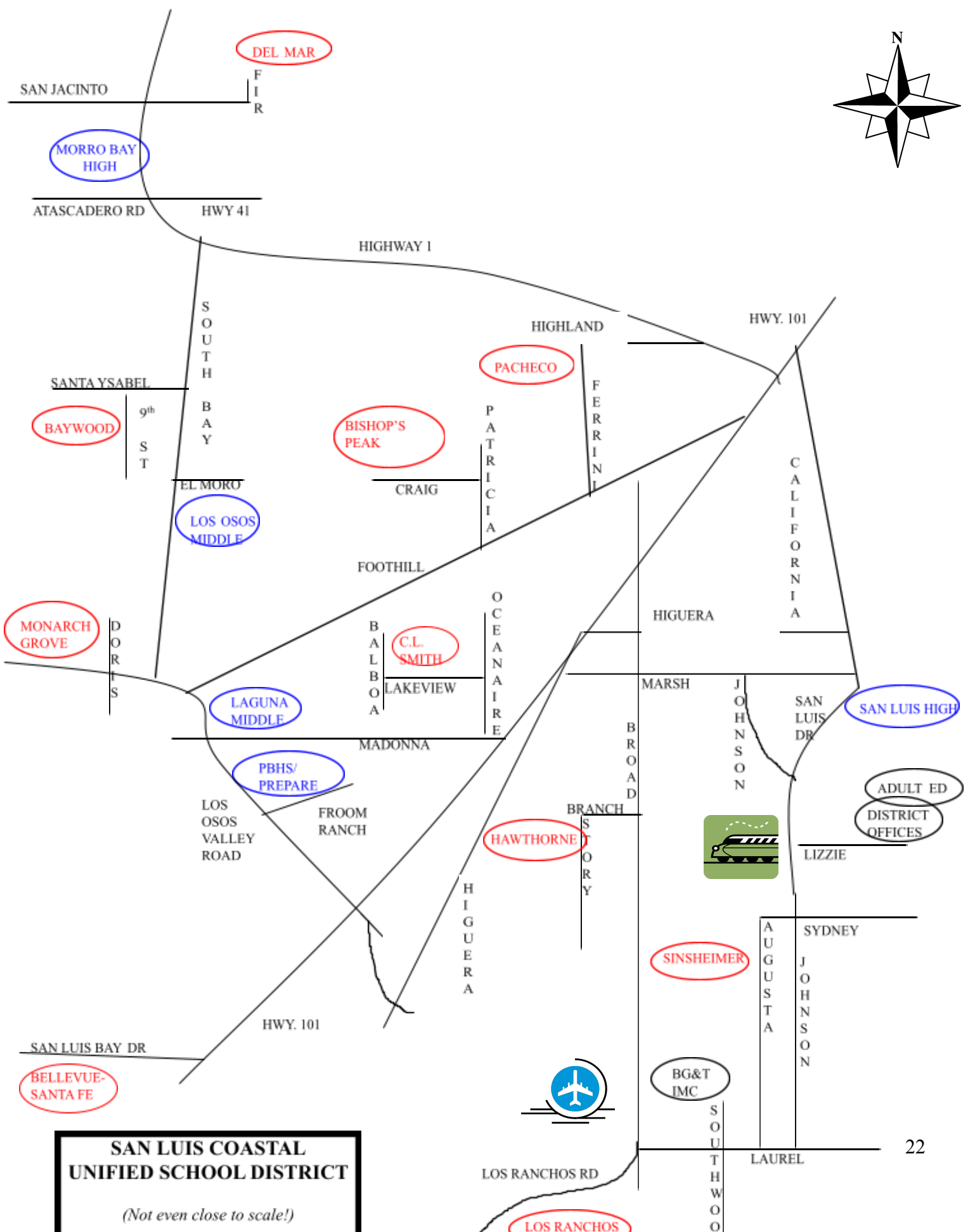
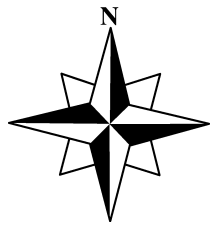
OTHER LOCATIONS

District Office and Adult School - 1500 Lizzie Street, SLO; 549-1222

From *Johnson Ave.*, turn east on *Lizzie Street* (opposite French Hospital entrance). Go two (2) blocks; turn left.

PREPARE –1130 Napa St, Morro Bay

Please park in the Surf st. parking lot next to basketball courts. Enter in room 7



**SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT**
(Not even close to scale!)

