

SUBSTITUTE TEACHER AND PARA-EDUCATOR RESOURCE GUIDE



SACRAMENTO COUNTY OFFICE OF
EDUCATION

Substitute Teacher and Para-Educator Resource Guide

TABLE OF CONTENTS

Introduction	4
Roles of the Substitute Teacher and Para Educator	4-5
Appearance and Dress	6
Arrival	7
Classroom Guidelines	8
Substitute Responsibilities	8
Classroom Management	10
Attendance Procedures	11
Discipline Tips	11
Suspension Guidelines	12
Use of Audio Visual Equipment in the Classroom	12
Student Computer and Internet Policy	13
At the End of the Day	13
Three R's for Substitutes	14
Tips to Remember	15
SubFinder	16
Timesheets	16
Sacramento County Office of Education Site Information	
Special Education-ED	17
Special Education-SH	18
Court & Community Schools	24
ROP	26
Miscellaneous Maps	27

INTRODUCTION

Welcome to the challenging yet rewarding world of substituting. This handbook was prepared to explain our procedures and to answer some questions you may have regarding substituting in the schools and programs within the Sacramento County Office of Education (SCOE).

This handbook provides suggestions to assist you in your role as a Substitute Teacher/Para-Educator and guidance for making your experience an enthusiastic success while assisting the educational development of our students. The last section provides the addresses and directions to the various program sites to which you may be assigned as well as contact numbers should you require additional assistance locating a site or class.

As the Substitute Teacher or Substitute Para-Educator you are in the classroom to ensure the education of each student takes place. However, your first responsibility is to maintain the care, welfare, safety and security of students and staff in the classroom.



The key to making the best out of any situation is knowledge, pre-planning, flexibility, and a sense of humor. Learn all that you can about school policies, procedures, and responsibilities. Recognize that things will rarely go exactly as you or the permanent teacher have planned and be prepared to make accommodations.

We at SCOE wish you success in your assignment as a Substitute Teacher or Substitute Para-Educator.



ROLES of the SUBSTITUTE TEACHER and PARA-EDUCATOR

Both the Substitute Teacher and Substitute Para-Educator are responsible for providing for the needs of the class, and ensuring that established rules, procedures, and all assigned tasks are performed in an effective and professional manner. The ability to work successfully with others is essential. Substitutes should treat students, parents, secretaries, classified staff, teachers, administrators, and all others with whom they come into contact in a friendly, courteous and respectful manner. A substitute's willingness to be flexible, cooperative, or helpful, may result in being invited back as a substitute in the future.

The Substitute Teacher is the certificated employee in charge of the classroom in the absence of the regular teacher and is responsible for the delivery of the regular teacher's instructional program as set out in the lesson plan. While the Substitute Teacher is to provide an education to each student, the first responsibility should be to maintain the care, welfare, safety and security of the students in the classroom. Moving around the

classroom, both Teachers and Para Educators are better able to monitor student progress and use their proximity for classroom control.

The Substitute Teacher should work closely with the Para-Educator and /or regular staff to maintain the continuity and routine of the regular classroom program. Operating procedures will differ between SCOE schools and classrooms because of the wide variety of programs. The Para-Educators are an invaluable resource who will provide assistance and support you throughout your stay.

The Substitute Para-Educator will be expected to work closely with the classroom teacher to implement the daily lesson plan. Duties vary by site, so it is important to ask questions and be flexible. Some of the tasks typically assigned to a para-educator are to take attendance, correct student work, work with individual or small groups of students and be alert to student behavior. It is important to understand the hierarchy of authority in your school and identify who your immediate supervisor is for each of your assigned responsibilities. Listen carefully and write down lengthy or complex directions. It is important not to disagree or argue about directions in front of students. If what is being asked of you is unclear, ask for clarification during non-instructional time.

APPEARANCE AND DRESS

Substitute Teachers and Para-Educators are expected to maintain an appropriate appearance that is professional. Your appearance makes a statement about the respect you have for your job and affects the impression of others (fellow staff members, students, administrators and other people such as Probation or Mental Health staff). Inappropriate attire is identified as any item of clothing that causes a distraction to other employees, causes a break in the normal flow of the classroom environment, or creates an unsafe situation for the job being done.

Ties, jackets, dangling earrings/jewelry, high heeled shoes, sandals etc., are not advised in SH/SED sites or Court and Community Schools. In addition, open toed shoes are not allowed at Juvenile Court School sites and Jeans of any kind are not allowed at Juvenile Hall.

Consider the level of casualness or formality of your school attire. This is especially important when working in a custody environment (Juvenile Court Schools). Over-dressing can be as distracting and unprofessional as under-dressing, or dressing sloppily.

Consider the level of activity required for the job. Substitutes working in areas that require climbing, lifting, and kneeling should consider the safety factor and wear clothing that is compatible with the job function they are performing. Comfortable walking shoes are recommended. Shoes with open toes and heels are not recommended.

Listed below are some examples of Unacceptable Attire:

- *See-through, clinging, or low cut clothing*
- *Tight or snug fitting jeans, pants or skirts*
- *Clothing which does not completely cover the stomach or midriff, even when bending or stretching*
- *Short skirts (anything above the knees)*
- *Sleeveless tops without a sleeved cover-up*
- *Shorts or skorts (approved only when supervising recreational activities such as PE)*
- *Any clothing that is torn, tattered, faded or ill fitting*
- *Workout clothes (sweat suits, aerobics outfits, etc.)*
- *Spandex or stretch material clothing*
- *Message clothing including T-shirts, sweat shirts etc. that depict illegal activities, alcohol, tobacco, or advertisements that are sexually suggestive*
- *Camouflage/fatigue clothing*
- *Hats*

ARRIVAL

Substitute Teachers/Para-Educators should arrive at the school site based on the designated time given by SubFinder. Substitutes should plan on arriving early and checking into the school office immediately upon arrival. The office staff will provide classroom keys, maps of the school, duty schedules, class schedules, emergency procedures, lunch procedures, and school rules, etc... Once you arrive in the classroom, review the lesson plans in preparation for beginning instruction immediately at the start of the class period. As students arrive, welcome them at the door. *You are expected to be on time.* Habitual tardiness can result in being removed from the substitute list.

- Arrive early.
- Check with the school administrator or office staff for instructions regarding keys and security codes or devices.
- Go over lesson plans for the day. Locate books and materials, review special procedures and duty assignments, if any.
- It is a good idea to bring several plans and activities of your own that can be utilized if there are no lesson plans available. *Never substitute a movie for class work.*
- Locate and review emergency procedures and specific behavior management plans for students.
- It is best to leave your personal belongings in your car. If not, be sure to leave them in a secure place when you arrive. Do not leave personal belongings out. It is your responsibility to keep them secured, preferably in a locked desk or cabinet.
- Leave your cell phone at home or in your car.
- Copy machines may be used before or after class hours or during a prep period.
- Adhere to break and lunch times. Walking to or from a break area is considered part of the break time.
- At the end of the lunch period, all Teachers/Para-Educators should be in their respective rooms before students are admitted.
- Some locations do not have food available. You are advised to bring a lunch.

CLASSROOM GUIDELINES

Review the substitute classroom binder before school for the following:

- Daily Lesson Plans and Class Schedules

- Worksheets or other produced materials for carrying out the day's activities in the classroom. Either the Teacher or Para Educator should make any copies of necessary worksheets, tests, etc.
- Attendance Directions
- Special Procedures - *it is important not to vary from the practice of the regular teacher*
- Seating Charts
- Notes regarding specific students (e.g., Special Education, behavior problems, medications or health problems)
- Name and hours of the other staff in the classroom

Make sure that the physical conditions of the classroom are conducive to high-quality learning. Check the lighting, ventilation and temperature for comfort levels.

Print your name on the board. Mr., Ms., or Mrs. and last name (most schools prefer using only last names with students)

SUBSTITUTE RESPONSIBILITIES

You are legally responsible for student safety. Before the instructional day begins, identify emergency exits, routes, and procedures for student emergencies, evacuations and drills. Students must remain on campus for the entire school day. They are not allowed to leave campus during breaks or at lunch. While on campus, students are not to be left unattended at any time and should not be in the building without supervision by a school employee or substitute. **DO NOT RELEASE A STUDENT** to anyone without approval from the parent or the principal's office. If there is an emergency, contact the office immediately.

Follow the teacher's lesson plans as closely as you can. If you find it necessary to deviate from the plan, be sure to leave a note for the teacher containing information about what was or was not covered. It is also a good idea to have some plans and activities of your own that can be used if there are no lesson plans, or if the class covers the materials before the end of the period or day.

Use clear, consistent instructions in directing each activity; however you can smile, be friendly, show enthusiasm, and be positive. Try to see that every student experiences some success or praise. As a professional 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.

Ensure that students adhere to the appropriate dress code. The dress code prohibits students from wearing clothes that may reasonably be defined as gang related apparel (i.e. colors red and blue). This is apparel that, if worn or displayed on a site, school, or campus, could reasonably be determined to threaten the health and safety of the school

environment. Any attire, paraphernalia, or symbol that displays a logo or other messages relating to alcohol, tobacco, drugs, or gangs may not be worn. Students must wear clothing that covers the body.

In addition, substitutes are responsible for the care of equipment and furniture in the classroom to which they are assigned.

Notify the office anytime you wish to leave the school premises during the school day.

The following are some examples of unacceptable behavior:

- *Conducting personal business during the instructional time of your substitute assignment*
- *Taking or initiating personal phone calls*
- *Using cellular phones during the school day - cell phones should not be brought on campus*
- *Reading personal books, magazines, the newspaper, etc. (including doing your own school work) during instructional time*
- *Taking unauthorized or extended breaks*
- *Using the computer or the internet for non-school related activities*

CLASSROOM MANAGEMENT

- **Meet students at the classroom door.** Be sure they enter the room in an orderly and quiet manner. This could set the tone for the period or the day.
- **Start the day out quickly and concisely in a firm but pleasant manner.** The shorter the time between the beginning of class and when students are actively involved in a productive activity, the better. When you are going to be in the class for just one day the opportunity to establish working relationships with students will not occur, so it is important that instruction begin immediately. *This will eliminate wasted, or down time when students are more likely to engage in inappropriate behavior.*
- **Introduce yourself to the class.**
- **Be pleasant. Appear confident.** Do not give students the impression that “anything goes”. Your first words and actions usually go a long way toward setting the tone and reducing the day’s discipline problems.
- **Establish your authority as their Teacher or Para Educator for the day.** Let students know your expectations. A positive but firm attitude will help to make the day successful. It is your responsibility to address inappropriate student behavior whenever and wherever it may occur.
- **Actively monitor student behavior.**
- **Circulate or move around and among the students you are supervising or monitoring and offer assistance.** Do not spend the majority of your time in any one place. If working with a small group, visually scan the setting in which you are working on a continuous basis. Moving around the room allows the substitute to observe the progress of students, acknowledge and reinforce positive behavior, and manage off-task behavior with proximity (nearness to the student).
- **Solve problems on the spot -** handle problem situations when they occur.
- When working with individuals or groups of students, always keep your body in a position or location where you can **maintain visual observation of the entire class.**
- **Never degrade or demean students.** When corrections are necessary, deal with the individual student, not the group. This should be handled, whenever possible, during non-instructional time when you can meet one-to-one. Obtain all the facts, listen to both sides of the story and focus attention on solutions to the problem.
- **Whenever possible, give the student the benefit of the doubt.**
- **Behavior Management Technicians are available at some sites.** They can assist if you are unable to manage a student outburst.

ATTENDANCE PROCEDURES

Record attendance in grade books daily by class period (procedures will vary by site). If possible, complete this task within the first five minutes of class. Often this task is assigned to the Para Educator. If there is a question or concern regarding a student who did not report to class and the name is on the Daily Roll, call the office on the intercom or send the Para-Educator to the school office between classes to check with office personnel. If you learn that a student has been truant from your class, please refer to the Discipline Procedures.

DISCIPLINE TIPS

The goal of discipline is to help students build their own self-control. Discipline techniques must be positive and rely on a problem-solving approach. It is important to be patient and consistent.

Below are a few discipline strategies that may be useful:

- Call each student by name (use the seating charts). A positive approach to discipline is encouraged. Be firm, fair and consistent.
- Discipline problems tend to be minimized in a classroom where the substitute is:
 - **prepared** (has read over the lesson plan before class);
 - **organized** (has all materials readily available);
 - **adaptable** (can modify plans as needed); and
 - **demonstrates an understanding of what should be happening during the day** (has read the substitute instructions).
- The manner of lesson presentation can make all the difference in maintaining student attention
- Don't allow discipline to become a power struggle with the student... especially in front of the class. Attempt to give the student(s) limited options, which will allow him/her to maintain dignity while you maintain control of the class.
- Remind students of the rules. Help them to understand why their behavior may not be acceptable. Use words that the student can understand, be consistent, and try to avoid sounding condescending.
- It is appropriate to disapprove of a student's behavior, but never the student. You may say "that is not a good thing to do", but never say "you are not a good person."
- Constantly responding to inconsequential student behavior (not life threatening or destructive to the classroom and materials) may actually reinforce the frequency of these behaviors.
- State positive actions – "Walk" instead of "Don't Run".
- Give sufficient warnings... and time to respond.
- A productive strategy is to keep your voice as low as possible. Move to the front of the room and begin giving instructions quietly. As students hear you, they will need to become quiet in order to understand what you are saying. The students will get louder as your voice gets louder. If students don't respond to a soft voice raise your hand or use another signal for them to be quiet.
- Offer each student a chance to participate. Quiet students are sometimes ignored.

The Sacramento County Office of Education policy does not permit corporal punishment:

Do not touch, push, shove, slap or punch a student in an attempt to discipline the student. If a serious discipline issue arises and you are unable to solve the problem, contact the principal immediately or a probation/safety officer.

SCOE policy forbids Teachers and Para-Educators from breaking up a fight. Immediately call for assistance if a fight breaks out, and move other students out of harms way. Encourage students to think of alternative solutions to the conflict. Help the student see the consequences of his/her actions.

SUSPENSION GUIDELINES

From time to time there may be a situation that warrants a suspension. Remember, a suspension must be the last resort if other alternatives to resolve the problem have failed.

Teachers may suspend a student only for the remainder of the day and one additional day (see suspension form). Only the principal may authorize a longer suspension. If assistance is needed with the suspension processes please notify your Principal or Teacher-in-Charge. It is not a sign of weakness or lack of teaching skills to ask for assistance.

Para-Educators may not suspend students, but they may assist in filling out the suspension form at the teacher's request.

USE OF AUDIO-VISUAL EQUIPMENT IN THE CLASSROOM

(Films, Movies, and Television)

The use of educational films and television in the classroom can be a valuable tool for instruction. However, the following guidelines should be followed:

- Substitutes are not allowed to show films/videos unless it is part of a standards-aligned lesson plan which the classroom teacher has reviewed and planned questions or other activities around. Films and videos should not be a part of your "sub-pack", the activities you bring in case the lesson plan needs to be supplemented.
- Curriculum-related videos shown during class time may only be those rated "G" or "PG".
- All equipment should be used with care and stored properly.

STUDENT COMPUTER AND INTERNET "ACCEPTABLE USE" POLICY

The use of the internet and any network resources is a privilege, not a right. Inappropriate use will result in a cancellation of those privileges. The administration, teachers and/or staff of the Sacramento County Office of Education may deny, revoke or suspend specific user access of those students who violate the "Acceptable Use Agreement" form.

The Internet contains material which is not appropriate for classroom use. Student use of the internet must be closely supervised. Substitute Teachers/Para-Educators will *supervise and monitor* student use of the internet and on-line resources where it is acceptable and indicated as part of the lesson plan. Move around the room to make sure student computer use is appropriate. If computer use is NOT indicated on the lesson plan, do not be persuaded by students to allow them access.

- Students shall not disclose, use or disseminate personal identification information (names, photographs, addresses, telephone numbers, social security numbers, or other identifiable information) about themselves or others when using electronic mail or other forms of electronic communication.
- Students shall not use the internet for purposes unrelated to educational endeavors.

- Students are prohibited from accessing, posting, transmitting, publishing or displaying harmful or inappropriate matter that is threatening (i.e. gang related or violent), obscene, disruptive or sexually explicit, or that could be construed as harassment of others (i.e. race, medical condition, political or religious beliefs).
- Students shall not commit acts of vandalism using the school's technology resources (hacking, deleting, intentionally transferring, uploading, downloading, creating computer viruses and/or destroying or harming equipment or data in any form.)

AT THE END OF THE DAY

- Complete a final written report to the regular teacher to include:
 - What you were able to complete in the lesson plans.
 - What you were unable to complete, and why.
 - What you added to the lesson plans, and why.
 - Which students were helpful and which students were problems (be specific and give details).
- Leave copies of all disciplinary forms or suspensions.
- Turn in completed suspension forms to the appropriate personnel (if not turned in during the day)
- Leave completed student work for the teacher.
- Return supplies and equipment to their proper storage areas.
- Re-lock any cabinets that were locked when you arrived.
- Once all students have left, close and lock all windows, turn off lights, set the alarm (if required) and lock all doors.
- Return keys and security devices to the school office or appropriate staff.
- Let the office staff know how the day went and whether you would like to return to the class or site.
- Ask any questions that might help you on future visits.

THREE R's FOR SUBSTITUTES

1.) RESPONSIBILITY – The effective substitute is:

- Dependable and recognizes the importance of his/her role.
- Diligent in following the lesson plans and the rules of the campus.
- Appreciative of the efforts of the school to educate all students and to provide maximum learning opportunities for each and every student.
- Supportive of the administration and teaching staff.
- Sincerely concerned about the students.
- Able to generate enthusiasm about each student.
- Willing to be discreet, dedicated, punctual and appropriate.
- Professional in his/her commitment, dress and behavior.



2. RAPPORT – The understanding substitute:

- Provides a professional yet caring atmosphere with students, while carrying out the teacher's plan.
- Respects the teacher and school's ultimate responsibility for the health, welfare and education of each student.
- Provides opportunities for each student to be successful.
- Cooperates, coordinates, and communicates continually with teachers and school administration.
- Is comfortable asking for clarification and is willing to express concerns and questions with the school staff at appropriate times.
- Recognizes the essential need for confidentiality and will not comment or gossip about individual students, staff members, or the school.

3. REWARDS – The successful substitute:

- Provides the teacher and administration with the satisfaction of knowing that the student's needs are being met and that quality education is being promoted, extended and enriched.
- Celebrates in the knowledge that they have made a difference in a child's life.

TIPS TO REMEMBER

BE HONEST- in your approach and attitude. It will aid in developing trust. *Do NOT, however, discuss your personal life or give your phone number or address to students.*

BE PATIENT- when working with students. When they are having difficulty with an activity, they do not need additional pressure.

BE FLEXIBLE- in responding to the needs of students. This may mean extending work time for struggling students or when reading passages aloud.

BE FRIENDLY- say something positive. With a smile, a "please" and a "thank you", you can accomplish much more than many people realize.

BE A ROLE-MODEL- students learn by your example.

BE RESPECTFUL- treat individuals in the same manner you wish to be treated.

BE CONFIDENTIAL- it is very important that what is observed in the classroom remains confidential. Student performance or behavior is not to be discussed outside the classroom except with administration.

BE AWARE- it is important to position your body so you can see the entire classroom, even when working with an individual or small group.

SUBFINDER

1-866-641-4161
or
www.scoe.net/personnel/subfinder

Teacher Substitute Support.....Kristen Durham, 228-2331
Para-Educator Substitute Support.....Silvia Holloway, 228-2472

TIMESHEETS

SCOE substitutes do not carry their timesheets with them. Substitute teachers and Substitute para-educators timesheets are generated, calculated and distributed by Substitute Services. The information is transferred directly from SubFinder onto the timesheets; therefore, it is important to maintain accurate and up-to-date data in SubFinder. Changes occurring after SubFinder has assigned a substitute require a notification to Substitute Services via e-mail or fax. The days and/or hours worked by the substitute, the name of the employee they covered, and the site, is noted on the timesheet.

It is recommended that you keep a personal record of your substitute work.

Generally the pay cycle is the 19th of one month to the 18th of the next and payable on the 10th of the following month. For example: days worked August 19 thru September 18 are payable October 10.

Original timesheets, reflecting hours and days worked, are mailed at the end of the last day of the pay period, to all substitutes who have worked. Substitutes have up to five days to review and return the signed timesheets with any needed corrections. If the signed timesheet for a substitute is not received within the five-day period, the pay for the pay period will appear on the following month's warrant.

Warrants may be picked up on payday (10th of the month). Warrants not picked up are mailed the next business day at noon.

SACRAMENTO COUNTY OFFICE OF EDUCATION

SITE DIRECTORY

SPECIAL EDUCATION SITES-ED

BANNON Creek Elem School (ED)

2775 Millcreek Drive, Room 17
Sacramento 95833

TELEPHONE: 566-2064

Hwy 5 north. Right on West El Camino. Cross over Azevedo (stoplight). First left is Mill Creek. School is on left. Keys in office.

GALT High School (ED)

145 N. Lincoln Way
Galt 95632

TELEPHONE: (209)745-5424

Take Hwy 99 south to Central Galt exit. Take first right on 'A' Street. School is on the corner of 'A' and N. Lincoln Way (adjacent to student parking lot).

PALMITER (Leo A.) High School (ED)

2040 Ethan Way
Sacramento 95825

TELEPHONE: 566-2020

Take Hwy 80 East to Arden Way Exit. Arden Way to Alta Arden (stay on left hand side) to Ethan Way. School is on the corner of Ethan Way and Cottage Way.

SPINELLI ELEMENTARY SCHOOL (ED)

3401 Scotland Drive
Antelope 95843

TELEPHONE:

From Watt Ave/Elk Horn Blvd: Travel North on Watt. Turn Left on Davidson Drive, Turn Right on Scotland Drive.

SPECIAL EDUCATION SITES-SH

BAKER (Jesse) School (SH)

6850 Southside Avenue
Elk Grove 95624

TELEPHONE: 685-3884

Hwy 99 south to Elk Grove Blvd. Exit. Turn left, going east on Elk Grove Blvd. Go past Elk Grove Community Services building and turn right on Elk Grove/Florin Road. Go one block and turn right on Southside Avenue. Go to end of street – turn left. Classroom is 1st portable on right.

ALTERNATE ROUTE FROM RANCHO CORDOVA: South down Bradshaw Road. Turn right on Elk Grove Blvd. and then left on Elk Grove/Florin Road. Go one block and turn right on Southside Avenue.

CSUS (Cal State Univ., Sacramento) (SH)

6000 J Street
Sacramento 95819

TELEPHONE : 731-5377

Take business 80 to Hwy 50 (east). Take Howe Avenue/Power Inn Road (CSUS) exit. Turn left on College Town Drive; turn right on State University Drive East. Follow State University Drive East. Look for the Art Sculpture Lab and Public Safety Building, (between Lot 4B and Lot 7A), classroom is located between these two buildings, it is clearly marked "SCOE". **Park in the 15min. parking area. The staff will provide you with an all day parking pass.** A map is attached in the back for your convenience.

DRY Creek Elem School (SH)

1230 'G' Street
Rio Linda 95673

TELEPHONE: 566-2050

Take I-5 north to I-80 (Reno). Exit at Raley Blvd. Go left on Raley, which becomes 16th. Left on 'G' Street. School is at end of long block of 'G' Street.

ALTERNATE ROUTE FROM BUSINESS 80: Take the Marconi Avenue exit. Turn left on Marconi, which becomes Arcade Blvd. Right on Marysville Blvd., this becomes Raley and follow directions as above.

Earl Warren

5429 Lowell Street
Sacramento, CA 95820

TELEPHONE: ((916) 382-6039

From US 50 take the Howe Avenue exit towards CA-16/Power Inn Rd. Continue over Folsom Blvd onto Power Inn Rd. Turn right at Fruitridge Rd, and right again onto Lowell Street. School is on the Right.

GALT Headstart (SH)

615 Second Street
Galt 95632

TELEPHONE: (209)745-6050

Take Hwy 99 south to Central Galt exit. Make a left on Second Street. School is on the left side across the street from Royal Oaks Hospital.

GALT High School (SH)

145 N. Lincoln Way
Galt 95632

TELEPHONE: (209)745-5424

Take Hwy 99 south to Central Galt exit. Take first right on 'A' Street. School is on the corner of 'A' and N. Lincoln Way (adjacent to student parking lot).

GEORGE WASHINGTON CARVER, School of Arts and Science (SH)

10101 Systems Parkway, Room 503
Sacramento 95827

TELEPHONE: 228-2534

Take Hwy 50 East. Exit Mather Field, turn right on Rockingham, then left at the intersection unto Old Placerville Road. Turn right at Systems Parkway.

GRIZZLY HOLLOW Headstart (SH)

805 Elk Hills Drive
Galt 95632

TELEPHONE: (209)744-7728

Take Hwy 99 south to Galt and take Exit 277 toward CA-104/Jackson/Twin Cities Rd. Make a left on Stockton Blvd, then left onto CA-104/Twin Cities Road, then right onto E. Stockton Blvd, then left on Walnut Ave, then left on Vintage Oak Ave. Vintage Oak Ave. becomes Elk Hills Dr. Located in a housing complex's residence center. Walk through doors and down the hall to Headstart class.

HARRIS Edward (SH)

8691 Power Inn Road
Elk Grove 95624

TELEPHONE: 682-1130

Take Hwy 99 south to Calvine Road exit. Go east to Power Inn Road and turn right, head south. Edward Harris is on the left side (next to Monterey Trail HS).

HILLSDALE Headstart (SH)

5665 Hillsdale Avenue
Sacramento

TELEPHONE: 263-1032

From I-80 east, take the Madison Avenue exit. Go left across the freeway. Turn right on Hillsdale Blvd.

INDERKUM High School D101 (SH)

2500 New Market Drive
Sacramento, CA 95835

TELEPHONE:

Take I-5 N to Del Paso Rd exit. Travel East on Del Paso Rd. Turn left at Natomas Blvd. Turn Left at New Market Drive. Make a U-turn.

MARENGO Ranch (SH)

1000 Elk Hills Drive
Galt 95632

TELEPHONE: (209) 745-5467

Take Hwy 99 south to Twin Cities Road. Go east on Twin Cities. Right on Carrillion. Turn left on Elk Hills.

MARKOFER Preschool (SH)

9759 Tralee Way
Elk Grove 95624

TELEPHONE: 686-5042

Take Hwy 99 south to Elk Grove Blvd. and turn left. Turn right on Elk Grove-Florin Road. Turn left on Tralee Way. (Tralee Way is across from the high school).

MARKOFER Elementary (SH)

9757 Tralee Way
Elk Grove 95624

TELEPHONE: 686-8965

Same directions as above.

MATHER Headstart/Preschool (SH)

10546 Peter McCuen Street
Mather 95670

TELEPHONE: 231-0634

Take Hwy 50 east and exit on Mather Field Road. Turn south (right) on Mather Field Road and veer to your right. You will enter the Mather Field Base. Turn left on Peter A. McCuen Street. The school is on the right side of the street.

ALTERNATE ROUTE: From South Sacramento, take Bradshaw to Old Placerville Road. Make a right on Old Placerville Road to McCready Avenue. Make a right on McCready Avenue, then left on Mather Blvd. Turn left on Peter A McCuen.

McCAFFREY (Robert L.) Middle School (SH)

997 Park Terrace Drive
Galt 95632

TELEPHONE: (209)745-5462 x1533

Take Hwy 99 south to Galt. Take the exit toward Jackson/Rancho Seco Park. Turn left onto Stockton Blvd. Turn left onto Twin Cities Road. Turn right onto Park Terrace Drive.

MONTEREY TRAIL HIGH SCHOOL (Rm HH1) (SH)

8661 Power Inn Road
Elk Grove 95624

TELEPHONE: 688-0050 ext 4307

Take Hwy 99 south to Calvine Road, exit heading east to Power Inn Road. Turn right onto Power Inn Road.

NATOMAS PARK (SH)

4700 Crest Drive
Sacramento 95835

TELEPHONE: 928-5234

From I-5 head north. Take the Del Paso Road exit, turn right, towards Gateway Park Blvd, turn left onto Gateway Park Blvd towards North Bend Drive, turn left onto North Bend Drive towards Crest Drive, and turn right onto Crest Drive to 4700.

NORTHVIEW Headstart/Preschool (SH)

2401 Northview Drive
Sacramento 95833

TELEPHONE: 263-3985

From I-5, north to West El Camino. Right on West El Camino. Right on Northview. Only school facility across from apartment complex.

ALTERNATE ROUTE: From I-80 take Truxel exit south to West El Camino. Left on West El Camino. Right on Northview.

PRAIRIE West Headstart/Preschool (SH)

5251 Valley Hi Drive
Sacramento 95823

TELEPHONE: 433-6140

Take Hwy 99 south to Mack Road exit west to stop light. Turn right. Next stop light is Valley Hi Drive. Turn left. Prairie West is building on the far left when facing parking lot.

ALTERNATE ROUTE: South to Bradshaw. West (right) on Calvine. Proceed over Hwy 99. Turn right on Center Parkway; left on Valley Hi Drive.

PRAIRIE Elementary (SH)

5251 Valley Hi Drive
Sacramento 95823

Same directions as Prairie Headstart.

Wilson C. RILES Middle School (SH)

4747 Pfe Rd
Roseville, CA 95747

TELEPHONE: 916-781-2959

From Watt/I-80: Travel North on Watt Ave. Turn Right on Elkhorn Blvd. Turn Left on Walerga Rd. Turn Left onto PFE Rd. Wilson C Riles is on the Left

RIO Linda High School (SH) Rm X-1

6309 Dry Creek Rd
Rio Linda 95673

TELEPHONE: 202-8035

RIO Linda Jr. High School (SH) Rm. 62 Portable

1101 G Street
Rio Linda, CA 95673

TELEPHONE: 991-9236

Follow **DRY CREEK DIRECTIONS**. Go through stoplight. School is on right, at Dry Creek and 'G' Street.

RUTTER (James) School (SH)

7350 Palmer House Drive
Sacramento 95828

TELEPHONE: 422-0685 or 392-5101

Take Hwy 99 to Florin Road exit east. Go past Florin Shopping Center. Turn right on Palmer House Drive. NOTE: On the left is Briggs Drive and on the right is Palmer House Drive. School is on the right.

SHELDON High School (SH)

8333 Kingsbridge Drive
Sacramento 95829

TELEPHONE: 689-7178

From SCOE, take Bradshaw south. Turn right on Calvine. Turn right on Kingsbridge. Schools shares campus with Smedburg, located on the right side. Park in visitor's lot or middle lot between campuses.

SMEDBURG Middle School (SH)

8239 Kingsbridge Drive
Sacramento 95829

TELEPHONE: 689-8533

Same directions as Sheldon High School.

SUNRISE ELEMENTARY(SH)

11821Cobble Brook Drive
Rancho Cordova, CA 95742

TELEPHONE: 942-2145

From Highway 50, head South on Sunrise Blvd. Travel approximately 4 miles and turn Left at Herodian Drive. Turn Right at Anatolia Drive. School will be on the left, just past Argonaut Park.

WALNUT Grove/River Delta (SH)

14273 River Road

Walnut Grove 95690-0145

TELEPHONE: 776-2437

Take I-5 south and exit Twin Cities Road; follow to 'T' intersection, left on River Road. Follow River Road through Walnut Grove past both bridges; left at Gene Harvey Community Center.

COURT SCHOOLS

EL CENTRO Jr. /Sr. High School (Juvenile Hall)

4136 Branch Center Road
Sacramento 95827

TELEPHONE: 228-2522

From Hwy 50 East, take Bradshaw Road exit and turn right (left when heading west); go down to Kiefer Blvd. (4th light from freeway) and turn right; then turn right unto Branch Center Road.

William K. MORGAN DTC (Day Treatment Center @ WET Center (Warren E. Thorton Youth Center

4000 Branch Center Road
Sacramento, CA 9527

TELEPHONE:

From Highway 50/Bradshaw Rd.: Travel South on Bradshaw from Highway 50. Turn Right at Preservation Way. Turn Left at Branch Center Rd. Destination will be on the left.

COMMUNITY SCHOOLS

Boy's and Girl's Club

5212 Lemon Hill Avenue
Sacramento 95824

TELEPHONE: 689-3707

From 65th Street Expressway. Turn West on Lemon Hill Avenue. Travel past Stockton Blvd. Between Stockton Blvd and 44th Street, the Boys and Girl's Club will be on the left hand side.

This is an extension program of the Gerber Road Community School.

GERBER Road Community School

8401 B Gerber Road
Sacramento 95828

TELEPHONE: 689-3707

From Hwy 99 south, exit on Mack Road heading east. Turn left onto Power Inn Road heading north to Gerber Road. Turn right onto Gerber Road until you come to 8401 B. Parking is towards the back, the classroom is located in the lower level (cannot be seen from the street).

ALTERNATE ROUTE FROM HIGHWAY 50: Take Bradshaw Road south to Gerber Road. Turn right onto Gerber Road until you come to 8401 B.

HICKEY (Elinor L.) Community School

2040 Ethan Way
Sacramento 95825

TELEPHONE: 566-2074

Take Hwy 80 east to Arden Way exit. Take Arden Way to Alta Arden (stay on left hand side) to Ethan Way. Elinor L. Hickey Community School shares a campus with Leo A. Palmiter Jr. /Sr. High School which is located at the corner of Ethan Way and Cottage Way. E.L. Hickey is located behind Palmiter on the South East corner of the campus. Palmiter is under renovation for the 2007/2008 school year.

L.I.N.K.S. Academy @ Marian Anderson

2850 49th Street
Sacramento 9517

TELEPHONE: 990-1115

Take the 59th Street Exit from Highway 50 East. Turn right at 59th street and then turn right again at Broadway. Turn right on 49th Street and the school is on your left.

NORTH Area Community School (County Community Day School)

4000 Pinell Street
Sacramento 95838

TELEPHONE: 566-1306

Take Hwy 50 west to Watt Avenue exit, keep right at the fork on the ramp and merge onto Watt Avenue. Take I-80 west (San Francisco/Airport) to Marysville Blvd. /Raley Blvd. exit. Turn left on Marysville Blvd., then left on North Avenue, then left on Pinell Street. School is on the corner of Pinell Street and North Avenue.

SCBC (SACRAMENTO Community Based Coalition)

444 North 3rd Street, Suite 250
Sacramento 95811

TELEPHONE: 264-0261

Take Hwy 50 west toward Sacramento; merge onto I-5/99 North. Take the Richards Blvd exit; turn right onto Richards Blvd. Turn left on 3rd Street.